DOCUMENT RESUME

ED 331 930 UD 028 031

AUTHOR Tuck, Kathy D.; Albury, Aretha A.
TITLE Values Education in the District of Columbia Public Schools.
INSTITUTION District of Columbia Public Schools, Washington, D.C.
PUB DATE Jul 90
NOTE 149p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Educational Attitudes; Elementary Secondary Education; Moral Values; Outcomes of Education; Parent Attitudes; Questionnaires; Social Values; Student Attitudes; *Teacher Student Relationship; Urban Schools; *Values; *Values Clarification; *Values Education
IDENTIFIERS *District of Columbia Public Schools

ABSTRACT

This survey assesses the status of student, teacher, and parent values in Washington (District of Columbia) public schools and examines attitudes toward current values-centered programs. The following value domains, which have the greatest impact on adolescent social and psychological development, are included: (1) educational; (2) moral; (3) social; (4) spiritual; (5) cultural; and (6) self-esteem. The following findings are highlighted: (1) students and staff show high levels of both positive and negative values; (2) student value formation is characterized by conflicts within as well as between the value domains; (3) positive student values ratings tend to decline with age; (4) student and staff values are strikingly similar, and incidental student-staff interactions have significant impact on student values; (5) teacher practices or behaviors are more closely related to student values than to teacher attitudes or beliefs; (6) teacher emphasis on values has the most potential impact on student social, moral, and cultural values; (7) student values mediate feelings of self-esteem, particularly in relation to academic achievement; (8) only one-fifth of the current extracurricular values/character education programs and activities are consistently related to the formation of positive student values; and (9) parents and administrators support values education. Statistical data are presented in 15 tables and 19 graphs. The following materials are appended: (1) a list of 99 references: (2) statistical data presented in 12 tables and 16 graphs; (3) a glossary; and (4) five survey questionnaires. (FMW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED331930

VALUES EDUCATION

IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS

A STUDY OF VALUES AMONG STUDENTS, STAFF, AND PARENTS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Zollie Stevenson Jr.
D.C. Public Schools

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ANDREW E. JENKINS III
SUPERINTENDENT OF SCHOOLS
CHIEF STATE SCHOOL OFFICER

UD 028031

BEST COPY AVAILABLE

VALUES EDUCATION

IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS

OFFICE OF EDUCATIONAL ACCOUNTABILITY AND PLANNING

Gilbert L. Hoffman
Director (Acting)

RESEARCH AND EVALUATION
Zollie Stevenson, Jr.
Director

PREPARED BY

Kathy D. Tuck
Aretha A. Albury

JULY 1990

EXECUTIVE SUMMARY

With current societal problems and increasing pressures on our youth, the District of Columbia Public Schools (DCPS) Commission on Values-Centered Goals and the Superintendent's Task Force on Values/Character Education have begun planning a strategy to infuse values education into the school curriculum. Toward this end, the Office of Educational Accountability and Planning, Research and Evaluation Branch has conducted a study of values among DCPS students, staff and parents.

Study Objectives

This study was not conceived to explore all aspects of all values, but rather to assess specific aspects of the value domains which have the greatest impact on adolescent social and psychological development. These value domains include: (1) educational; (2) moral; (3); social; (4) spiritual; (5) cultural; and (6) self-esteem.

The primary objectives of the study were to assess the status of these values in DCPS students and to establish patterns in the development of values, including how values relate to peer influence and achievement. Additional objectives of the study were to examine student values in relation to instructional approaches currently being implemented in a variety of DCPS values-centered activities, and to examine administrative and parental views regarding the teaching of values in school.

Highlight of Findings

Several important findings are revealed in this study which have significant implications for values education in DCPS:

** **STUDENTS AND STAFF SHOW HIGH LEVELS OF BOTH POSITIVE AND NEGATIVE VALUES**

** **VALUES FORMATION IN STUDENTS IS CHARACTERIZED BY CONFLICTS WITHIN AS WELL AS BETWEEN THE VALUE DOMAINS**

** **POSITIVE VALUES RATINGS TEND TO DECLINE IN STUDENTS AS THEY INCREASE IN GRADE LEVEL**

** **STUDENT AND STAFF VALUES ARE STRIKINGLY SIMILAR, AND INCIDENTAL INTERACTIONS BETWEEN STUDENTS AND SCHOOL-BASED STAFF POTENTIALLY HAVE A SIGNIFICANT IMPACT ON STUDENT VALUES**

** TEACHER PRACTICES OR BEHAVIORS ARE MORE RELATED TO STUDENT VALUES THAN TEACHER ATTITUDES OR BELIEFS ARE

** TEACHER EMPHASIS ON VALUES HAVE THE GREATEST POTENTIAL IMPACT ON SOCIAL, MORAL AND CULTURAL VALUES IN STUDENTS

** VALUES IN STUDENTS MEDIATE FEELINGS OF SELF-ESTEEM, PARTICULARLY AS SELF-ESTEEM RELATES TO ACADEMIC ACHIEVEMENT

** ONLY ONE-FIFTH OF THE CURRENT EXTRA-CURRICULAR VALUES/CHARACTER EDUCATION PROGRAMS AND ACTIVITIES ARE FOUND TO BE CONSISTENTLY RELATED TO "GOOD" VALUES FORMATION IN STUDENTS

** DCPS PARENTS AND ADMINISTRATORS ARE HIGHLY SUPPORTIVE OF VALUES EDUCATION IN THE SCHOOL

Study Procedures

A random sample of 2,342 elementary (grades 4 through 6 only), junior high and senior high students completed a Survey of Values and rated a sampling of values-centered programs and activities currently being implemented in DCPS. Central and school-based administrators, teachers and support staff (instructional and logistical), completed a Survey of Values similar to that of the students. In addition, classroom teachers completed a questionnaire pertaining to their practices and attitudes towards teaching values, and school principals completed a questionnaire regarding their perception of values education in their school. Finally, a sample of parents randomly selected from among all DCPS parents were surveyed by mail regarding their views on teaching values in the school.

Note: A comprehensive description of study procedures and findings, including supporting statistics, are found in the full report of this study.

Summary of Findings

Assessment of Student Values

The findings of this study demonstrate the complexity with which values are formed and operate in DCPS students. One major finding is that primary value domains examined in this study are composed of individual components which develop and interact in clearly distinctive ways. As seen in Table 1, students distinguish between the value of moral behaviors and moral consequences, between the value of money and material possessions, as well as between general and academic peer influences. Students also distinguish between several components of the self-esteem: self-worth, self-doubt and self-concept of

TABLE 1

Student Value Components
Identified from Primary Value Domains

Educational:	Moral:	Social:
(no separate components)	* behavior	* cooperation
	* consequences	* general peer influence
Spiritual:	Cultural:	* academic peer influence
* general fate	* cultural rigidity	* value for material possessions
* spiritual will	* racial pride	* value for money
	* family ties	
Self-Esteem:		
* self-worth		
* self-doubt		
* self-concept of ability		

ability. Therefore, in order to clarify and reinforce values in our students, individual components should be fostered as individual entities while they develop.

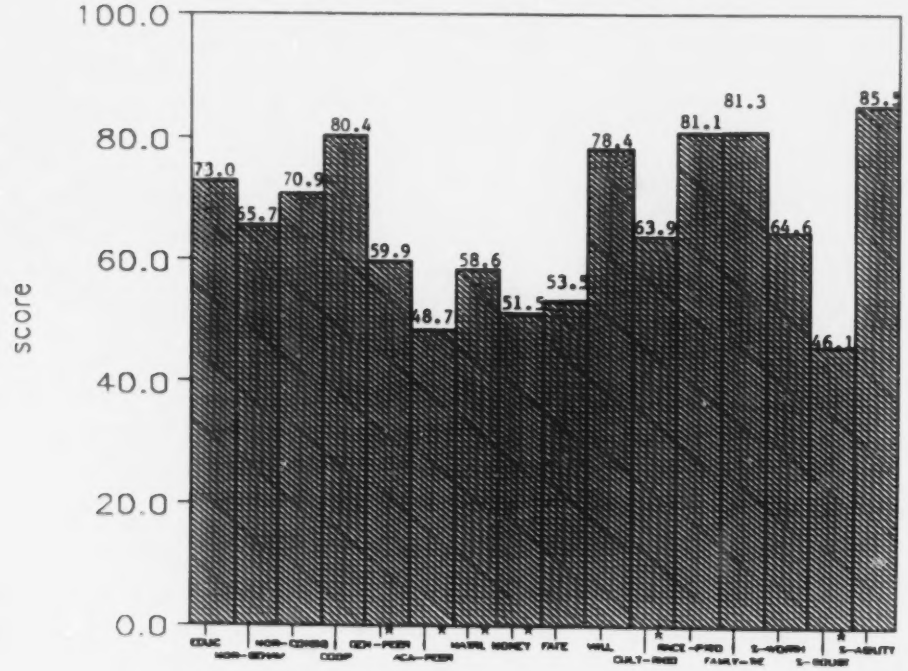
DCPS students are found to be moderately low in the overall values system examined here, but it is noted that the low value "index" is not necessarily due to a lack of positive values but more so to the excessive presence of negative values (i.e., values observed in this study to have an inverse relationship with the self-esteem).

As seen in Figure 1, students score high on such positive values as self-worth, spiritual will, and family ties, but also score high on such negative values as materialism and peer influence. These findings provide evidence that many students have values in conflict and suggest a critical need for values clarification in our students.

Another finding of significance is that students have high feelings of self-worth and self-concepts of ability, but also show a moderate level of self-doubt. While these findings tend to betray the notion that, generally, DCPS students are low in their self-esteem, there is also evidence of uncertainty or doubtfulness.

FIGURE 1

Hierarchy of Student Values



* Negative Value Components

Further, the majority of the value components examined here are found to be statistically related to each other in expected ways, whereby positive values tend to be positively related to each other and inversely related to negative values. However, peer influence and materialism show evidence of conflicting relationships. It is found that many students showing a high

value for education and moral consequences also have a high value for materialism. It is also found that many students with a high value for moral behaviors and strong beliefs in their spiritual will or self-determination are also highly susceptible to peer influences. These findings reflect the nature of conflicts in the values of DCPS students and further advocate the critical need for values clarification.

Specific developmental trends are also found among students in their formation of values. Male students tend to be significantly lower than females on their value for cooperation, while being higher on their value for money. Also, it is found that many of the positive values among students tend to decline as grade level increases, and younger and older adolescents seem to be susceptible to different types of peer influences. Finally, it is noted that while self-esteem shows an increase with grade level overall, there are declining patterns within the lower grade levels, particularly at grade seven (7).

Direct and Indirect School Influences on Student Values

DCPS Staff. Similar to students, the value domains examined among DCPS staff also reveal separate components which operate in distinctive ways. However, fewer components are revealed in the staff than in students. Unlike students, the staff does not make distinctions between moral behaviors and moral consequences, between the value for material possessions and money, or between different types of peer influences. Such findings offer evidence to suggest the formation of values is a fusion process and that value components observed in students will potentially converge by adulthood if properly reinforced.

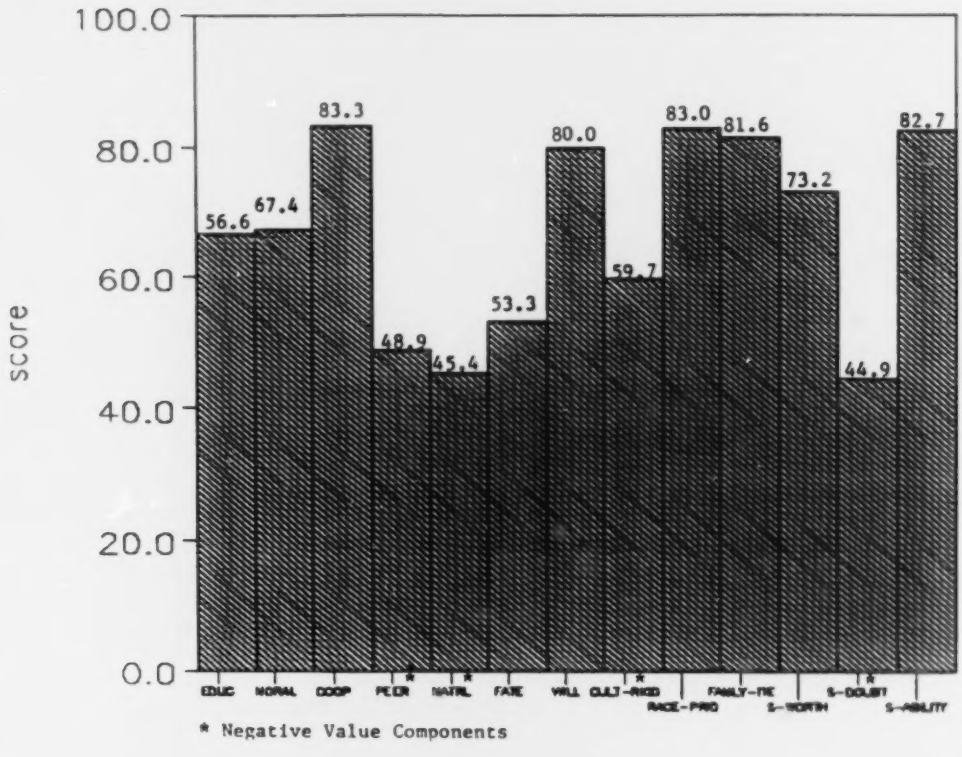
Upon examining the hierarchy of values among staff, striking similarities are found between their values and those of students. It is found that while the staff tend to be higher than students on their overall value index, they are only slightly higher than students on the majority of their individual value components (see Figure 2). Similar to students, they also show moderately high scores on specific negative values such as peer influence and materialism. They show substantially higher scores than students in their feelings of self-worth, but interestingly, they are notably lower than students in their value of education or specifically on beliefs regarding the impact of education on life's events.

Also, similar to students, significant differences are found among the staff based on gender. Males tend to be higher on materialism and cultural rigidity, while females show higher scores on spiritual will. However, unlike students, the staff show no relational conflicts between their values in that all

positive value components are found to correlate positively with each other and inversely with all negative values.

FIGURE 2

Hierarchy of Staff Values



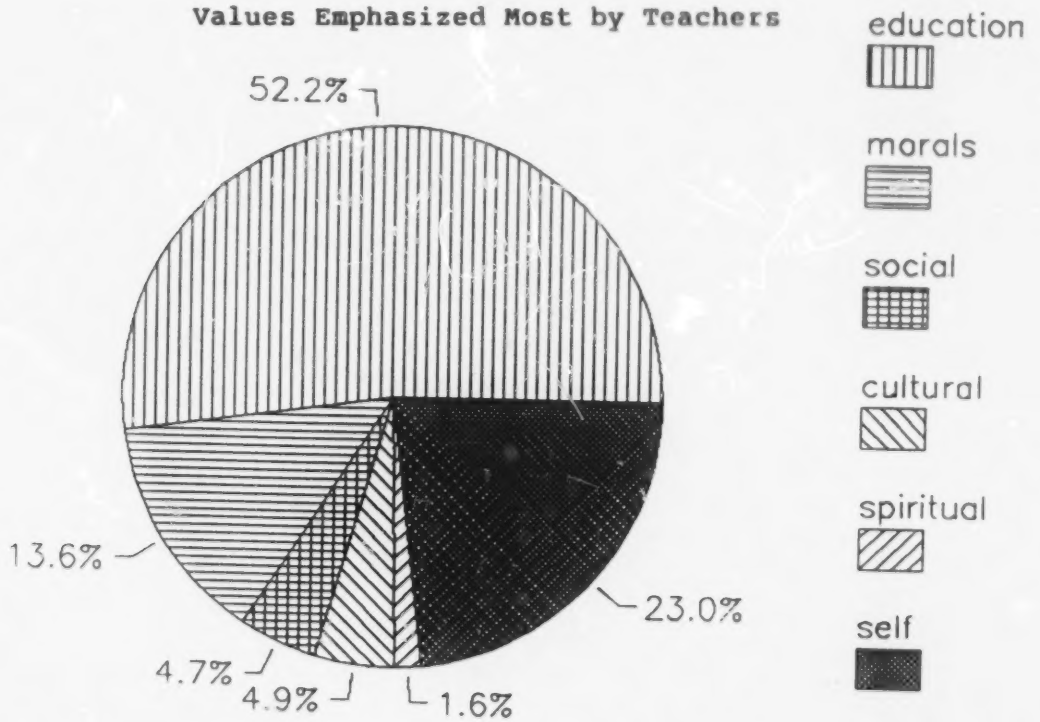
In addition to similarities in hierarchy, the values of school-based staff are found to be significantly related to student values, and therefore, potentially have a significant impact on student values. The strength of family ties, morals and peer influence among staff, as well as their belief in spiritual will are found to be independently related to student values such as moral consequences, peer influences, materialism, and self-esteem. Interestingly, morals and peer influence among staff show a direct relationship with morals and peer influence among students. Moreover, these relationships are of sufficient magnitude and direction to suggest that pervasive attitudes among school-based staff have a potential impact upon specific value components in students even in the absence of formal or rigorous efforts.

Teachers. It is found that teachers are generally positive about teaching values in the school, but are less optimistic about the development of values in their students. Teachers also generally feel that moral and self values are the most important. They place strong emphasis on both individual and group activities, and therefore provide the impetus for individual and cooperative behaviors in students. Moreover, teachers tend to encourage peer resolution of student conflicts, thereby reinforcing peer-respect and independence.

It is found that the practices or emphases of teachers, more so than their attitudes, have the greatest potential impact on student values, and apart from educational values, teachers tend to emphasize self and moral values more (see Figure 3). Teacher emphases on the value of education and on one's self are found to be significantly related to moral development in students, and teacher emphases on moral and cultural values are found to be significantly related to less cultural rigidity in students (i.e., more tolerance for practices not customarily experienced in the home).

FIGURE 3

Values Emphasized Most by Teachers



Achievement. Significant relationships have been established between student values and standardized achievement in reading, language and math, with language achievement showing the most correlations with the individual value components. While both reading and language achievement are found to be significantly related to the self-esteem, it is established that other student values mediate these relationships. For example, it is found that reading achievement is related to the self-esteem only to the extent that students actually value education.

In addition to examining self-esteem and achievement, the relationship between peer influence and achievement was examined. Particular attention was given to high achievers who might be negatively affected by peer ridicule (the fear of "acting White", Fordham and Ogbu, 1986). While this study provides a limited examination of this phenomena, the findings here offer no evidence to suggest that high achievers are more affected by peer ridicule than their low or average achieving counterparts when they also receive good grades.

Values-Centered Programs and Activities. Only eight (8) of the 26 values-centered programs and activities examined in this study appear to have served a substantial portion of students in the school system. In addition, it is found that the majority of programs and activities are concentrated at the elementary level, and nearly one-third of the programs and activities are rated less than positively by students participating.

Students' level of satisfaction with certain programs and activities are found to be related to certain student values (i.e., the more students are satisfied with the program or activity, the higher or lower they score on a specific value component). While this finding is not conclusive with regard to program impact, it does suggest that different kinds of students, based on the values they hold, tend to be more satisfied with certain types of programs.

However, five (5) of the programs and activities are found to be consistently related to conceptually "good" values formation (i.e., higher positive or lower negative) in two (2) or more value domains (Extended Day, Junior Citizens, Ladies Club, Multi-cultural Programs and Youth Awareness Programs). These programs focus primarily on self-esteem and coping, and employ both direct and indirect strategies (i.e., informative, role-modeling, and peer counseling) to reinforce values in students. Moreover, each of these programs are found to be significantly related to moral values or peer influence in students. These findings, to some extent, provide evidence of program effectiveness.

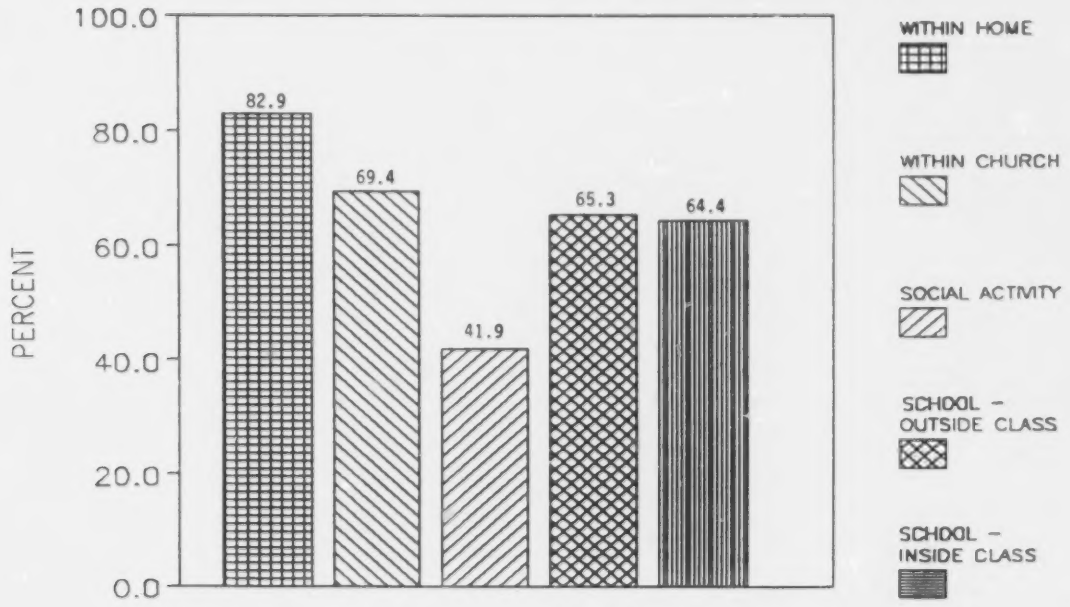
Parental and Administrative Views on Values Education

Parents. This study reveals that parents are generally supportive of values education in the school, but tend to more so favor teaching values in the home and church (see Figure 4). Also, parents feel that educational, moral and spiritual values are more important than social and cultural values.

In addition, differences are found in parental attitudes based on their economic status and based on the gender and grade level of their child. For example, higher income parents are found to have more rigid ideals about which values should be taught, but appear more flexible in how values should be taught. Compared to lower income parents, they favor out-of-class activities more than strict classroom activities. Also, more parents of male students favor teaching values through out-of-class activities. Parents with children in elementary and junior high school tend to favor teaching values in the church more so than parents of senior high school students. However, regardless of background,the majority of parents express an interest in attending school sponsored seminars and workshops on values education.

FIGURE 4

Parental Views on Where Values Should Be Taught



Administrators. It is found that, generally, school principals feel that self, moral and educational values are more important to teach, but yet feel students are weakest in their social and spiritual values. Overall, principals appear very optimistic about teaching values in the school, and feel confident in the support of teachers and parents. The majority of principals indicate their schools are currently involved in values-centered activities on a regular basis.

Recommendations

The findings of this study provide information relevant to the implementation of values education in DCPS and serve as the basis of the following recommendations. These recommendations reflect only significant findings of this study, and provide an impetus for focus and strategies which will enhance the Values/Character Education Delivery System model developed by the Superintendent's Task Force on Values/Character Education.

It is recommended that:

(1) Values education should be focused particularly towards reducing negative values (i.e., those values not associated with positive self-esteem such as excessive materialism, negative peer influence, cultural rigidity and self-doubt). While students are found to be moderately low on their overall value "index", this results more so from student emphases on negative values rather than from their lack of positive values. Therefore, while positive values should be encouraged and reinforced, a specific emphasis must be placed on reducing negative values.

(2) Values education is an ongoing process and should be infused throughout all school levels. Significant developmental differences were found between grade levels, suggesting that positive value formation is lost if not continually reinforced.

(3) Values education should take into account specific developmental differences which are apparent across grade levels. For example, it is found that younger students are highly susceptible to social peer influences, while older students are more susceptible to academic peer influences. It is further found that while self-esteem tends to show a net increase by the senior high school years, there is a gradual decline throughout the early school years, particularly at grade seven (7). Also, particular attention should be given to the decline in educational and moral values as grade level increases. Of all values examined in this study, these two value components show the strongest relationship with grade level.

(4) Values education should be utilized to directly enhance academic achievement. While the development of a positive value system in students is expected to ultimately enhance academic performance through the establishment of priorities and increased motivation, the reinforcement of specific value components will have a direct impact as well. Cooperative behaviors, for example, are found to be highly related to mathematics achievement. Also, racial/ethnic pride and moral behaviors (i.e., fostering a belongingness and responsible attitude towards society) are found to be highly related to language achievement. Values education should utilize such direct links to academic achievement.

(5) The use of strategies such as modeling and peer counseling should be used consistently in the reinforcement of values. An important finding is that morals, peer influence and self-esteem in students are all found to be related to incidental staff and student relations, indirect classroom emphases, as well as participation in programs and activities using indirect strategies. These value components appear to be more responsive to less dictatorial strategies. However, there is also evidence that the direct strategy of informative discussions should be used to reinforce cultural values. For example, it is found that teacher emphasis on cultural values is directly related to lower levels of cultural rigidity in students.

(6) Attention should be given to the impact of staff values on the development of values in students. Students and staff are found to be similar on the majority of their values, and among staff the values found to have the strongest relationship with student values are moral, cultural and spiritual. It is therefore expected that values education will only be as effective as the environment in which it is implemented, and specific attention must be given to staff values.

(7) Values education should be extended to DCPS parents as well as students and staff. Parents express a strong interest in attending school sponsored workshops and seminars, and such activities will be useful for easing expressed parental concerns regarding students' out-of-class activities and the school's ability to effectively implement values education outside of the home and church.

TABLE OF CONTENTS

	page
EXECUTIVE SUMMARY	i
LITERATURE REVIEW	1
STUDY OBJECTIVES	4
METHODOLOGY	5
STUDY FINDINGS	
Reliability of Student Survey	7
Validity of Student Survey	7
Hierarchy of Values and Group Differences Among Students	8
Relationships Between Student Values	16
Reliability of Staff Survey of Values	20
Hierarchy of Values and Group Differences Among DCPS Staff	20
Relationships Between Staff Values	22
Relationships Between Values of School-Based Staff and Students	26
Teacher Attitudes	27
Teacher Practices	30
Effects of Teacher Attitudes and Practices on Student Values	32
Relationships Between Student Values and Academic Achievement	35
Peer Influences on Achievement	37
Student Participation and Ratings of Values-Centered Programs/Activities	37
Relationships Between Student Ratings of Values-Centered Programs/Activities and Student Values	42
Parent Position on Teaching Values	44

Differences Among Parental Views 47

Principal Views on Teaching Values 47

Principals' Implementation of Values-Centered Activities 49

DISCUSSION OF FINDINGS 49

REFERENCES 67

Appendix - A
Table 1AA through Table 12AA 76
Figure AA-1 through Figure AA-16 88

Appendix - B
Operational Definitions of Student Value Components 100

Student Survey of Values 101

General Survey of Values 109

Survey for Classroom Teachers on Values Education 117

Survey for School Principals on Values Education 120

Parent Questionnaire on Values 123

LIST OF TABLES

page

Table 1A
Student Value Components Identified from Primary Value Domains 7

Table 1B
Group Differences on Student Values 12

Table 1C
Relationships Between Student Values 17

Table 2A
Group Differences on Staff Values 22

Table 2B
Relationships Between Staff Values 23

Table 2C
Comparison of Ranked Student and Staff Values 26

Table 2D
Relationships Between Values of School-Based Staff and Students 28

Table 3A
Ranked Order of Importance for Teaching Values 29

Table 3B
Relationships Between Teacher Attitudes/Practices and Student Values 34

Table 4A
Relationships Between Student Values and Academic Achievement 35

Table 4B
Relationships Between Self-Worth and Academic Achievement, Controlling for Covariates 36

Table 4C
Student Response to Peer Ridicule About Good Grades 38

Table 5A
Student Ratings and Level of Participation in Values/Character Education Programs and Activities 39

Table 5B
Characteristics of Values/Character Education Programs and Activities 41

Table 5C
Relationships Between Program/Activity Ratings
and Student Values 43

Table 1AA through Table 12AA
(Appendix-A) 75

LIST OF FIGURES

page

Figure A-1
Comparison of Overall Value Index Scores for Student Groups 9

Figure A-2
Hierarchy of Student Values 10

Figure A-3
Student Free-Choice Expressions of "Most Important" Aspects in Life 11

Figure A-4
Value of Education by Grade 13

Figure A-5
Value of Moral Behaviors by Grade 13

Figure A-6
Strength of Family Ties by Grade 14

Figure A-7
Self-Worth by Grade 14

Figure A-8
General Fate by Grade 14

Figure A-9
Self-Doubt by Grade 14

Figure A-10
General Peer Influence by Grade 15

Figure A-11
Academic Peer Influence by Grade 15

Figure A-12
Value of Material Possessions by Grade 15

Figure B-1
Hierarchy of Values Among Staff 21

Figure C-1
Teacher Perception of Strong Values in Students 30

Figure C-2
Values Emphasized Most by Teachers 31

Figure D-1
Parental Views on Who Should Teach Values 44

Figure D-2
Parental Views on Where Values Should Be Taught 45

Figure D-3
Parental Views on Most Important Values 46

Figure E-1
Principal Views on Most Important Values 48

Figures AA-1 through AA-16
(Appendix-A) 75

Traditionally, the goal of schooling has been to educate the child in the basic skills of reading, writing and arithmetic. However, with current societal problems, including peer pressure, the future of many adolescents is being jeopardized. Today's schools are being challenged to exceed the realms of general education into an area that, up to now, has been declared the responsibility of the family--the reinforcement of values.

LITERATURE REVIEW

Acquiring Values Through Moral Development

Most research on values or character development has primarily focused on the development of morals. Moral development can be described as a progression in one's cognitive reasoning and the rationale underlying choices and judgements (Kaplan, 1983). Since a value is a judgement one is faithful to and directs one's life, it is suggested that the acquisition of values through moral development can be the foundation for the development of a healthy character. It is further suggested that appropriate classroom goals for moral education would attempt to develop in each child: (1) self-respect that derives feelings of worth from competence and positive behavior towards others; (2) social-perspective that asks how others think and feel; (3) moral reasoning about the right things to do; (4) moral values that emphasize kindness, courtesy, trustworthiness, and responsibility; (5) social skills and habits of cooperation; and (6) openness to positive influence of adults (Lickona, 1988).

Clarifying and Reinforcing Values in the School

There is a growing consensus for educators today to develop and implement appropriate instruction on the reinforcement of positive values. However, this has not always been a prevalent position. In the late 1920's Hartshorne and his colleagues developed a body of research that undercut concerns regarding character education research and policies (Hartshorne and May, 1928; Hartshorne, May and Shuttleworth, 1930). Their research suggested that particular techniques of character training such as in-class activities and participating in helping activities made little change in students' later general patterns of moral conduct. Further, they argued that standard approaches to moral instruction through didactic teaching were ineffective and possibly harmful. Carl Bereiter (1973) further urged public educators to abandon this mission, claiming that in a pluralistic democracy the schools have no right to attempt to transmit moral values or to attempt to influence ethical considerations.

However, the recent trend has been to favor values education, and much attention has been given to developing

strategies for effective program components. For example, in 1975 and 1980 the Gallup poles showed 75% of the public favor instruction in schools that deal with morals and moral behavior (Gallup, 1975, 1980). Moreover, for the first time a joint report has been issued by Roman Catholic and Jewish leaders addressing this problem of widespread public concern. The National Council of Catholic Bishops and the Synagogue Council of America issued a statement calling for public schools to begin specific instruction in moral values, and further suggested that foundations underwrite such programs (Stepp, 1990).

Also along these lines, a national panel convened to develop recommendations for American schools has urged more student responsibility for schools and community services, and suggested that good character is not generated solely by more homework, rigorous traditional grading and better pupil discipline (Feinberg, 1984). The panel further suggested that the rise in teen suicides, for example, probably stems not from increased pressures but from a "general weakening" of the institutions that develop character and "rootedness" in young people (e.g., the family, neighborhood, religion and school). In addition, the Council of Chief State School Officers made plans to expand a model value education program from 10 to 30 schools in June, 1989 and U.S. Secretary Cavazos has urged that, "Values should be evident through the entire education system, not taught as a separate and distinct course" (Anderson, 1988).

Finally, the Educational Testing Service cites evidence of programs in Newark, N. J. promoting the teaching of philosophy to improve grade school students' reading, math and reasoning skills significantly over those who were not exposed to such programs (Barden, 1988). The key success component of the programs, according to New Jersey teachers, is that philosophy is the expression of opinion and it gives children of various levels a chance to show their stuff; everyone is on an equal level when it comes to having an opinion. Likewise, Baltimore elementary school teachers have agreed to add 20 minutes to their daily schedule so character education could be offered without cutting back on other subjects (Anderson, 1988).

Curriculum Approaches in General

In some school districts the curriculum on the teaching of values and morals is informal and unwritten, while others implement a more focused, overt and well-planned program. For example, some school boards around the country have developed a code of ethics for teachers, adopted an overall code of student behavior including a dress code, and adopted values and character traits to be upheld by students and adults alike (Benninga, 1988).

Relatedly, it has been argued that the need for appropriate development and implementation of positive values is a concern to parents, educators and community leaders since they impact both upon the individual and the society. Hence, two critical issues emerge: what to continue to value and what to select as the appropriate instruction for the reinforcement of positive values. Although Erikson (cited in Juhasz, 1982) argues that defining the values to which students should adhere is the responsibility of the school board, the problems of choice, boundaries, structure and direction pose an even more difficult task. Therefore, when educators try to select values to emphasize, decide how to present them, and more importantly, ponder how to bridge the gap by making meaningful connections with today's social milieu, a whole new dilemma emerges. As Juhasz (1982) asserts, "The challenge becomes how to synchronize the demands of the culture with the adolescent maturational stage in a way that individual uniqueness is respected and encouraged, while simultaneously, generational values are retained and passed along".

According to Mills (1987), there is a cadre of moral educators that argue that moral education is a necessary part of the overall educational process, but the incorporation of values is a form of indoctrination and is incompatible with educational programs. In contrast, other educators argue that moral reasoning is a poor educational model supported by nontraditionalist who believe that acknowledging culture and traditional values won't be morally beneficial. In addition, Mills adds that perhaps most interesting are those educators who advocate both moral reasoning and traditional values as a necessity in educational programs. These educators assert that adolescents must acquire a unique set of values and a personal ethics system as a guide to strong character development and positive behavior. Further, they believe that "blending" the two shows that traditional values do not just "emerge", but are apart of a process that includes critical thinking and inquiry. To this end, many teachers are practicing Lickona's (1988) four strategies for character development that incorporate traditional values by: (1) building self-esteem and a sense of community; (2) learning to cooperate and help others; (3) moral reflection and (4) participatory decision-making.

Still on hand is the critical issue of appropriate instruction--the teaching of morals and values honestly and realistically. In this regard, the direct and indirect approaches are examined. Similar to moral absolutism, the direct approach emphasizes a specified time slot for the teaching of morals and values or encourages the integration of them throughout the curriculum. Examples of this type of instructional approach include moral and value concepts in the form of example and definition, and class discussion and role-playing. To its credit, many educators today advocate this approach with clearly defined standards (Benninga, 1988). In

contrast, like moral relativism, the indirect approach tends to encourage students to define their own and others' values and to help them define the moral perspectives that support those values. Interestingly, critics of this approach claim that it is controversial in content, and due to its relativistic process, it undermines accepted values, encourages no search for consensus, and fails to stress truth and right behavior (Benninga, 1988). However, instead of trying to reconcile these two approaches, it is recommended that attention be focused on variation of content from different cultural and ethnic backgrounds in order to arrive at common underlying values (Benninga, 1988; Juhasz, 1982).

Values Education in the District of Columbia

The District of Columbia Public Schools (DCPS) is one of several school districts who have accepted the challenge of developing a systematic approach to values education. In recent years, several values-centered programs and activities have been implemented across all school levels. However, based on the initial work of the DCPS Commission on Values-Centered Goals and the Superintendent's Task Force on Values/Character Education, DCPS is planning a district-wide initiative for infusing values education throughout the school curriculum. Towards this end, the DCPS Research and Evaluation Branch in the Office of Educational Accountability and Planning has conducted a study of values and values education among DCPS students, staff and parents in order to facilitate program development and implementation strategies. The findings of this study provide a framework for implementing recommendations issued by the Commission and Superintendent's Task Force regarding content, structure and instructional strategies appropriate for values education.

STUDY OBJECTIVES

This study was not conceived to examine all aspects of all values, but rather to assess specific aspects of the values which have the greatest impact on adolescent social and psychological development: (1) educational; (2) moral; (3) social; (4) spiritual; (5) cultural; and (6) self-esteem.

The primary objectives of this study were to assess the status of these values in DCPS students and to establish patterns in the development of values. Specifically, this study sought to determine: (a) the hierarchial state of values among DCPS students; (b) what developmental trends are apparent in the formation of these values across age, grade and gender; (c) which of these value domains appear to be particularly related to one another and to academic achievement; and (d) how the formation of

these values is related to the process of social adjustment, particularly peer influence.

Another objective of this study was to examine these values in students as they relate to instructional approaches currently being implemented in a variety of DCPS values-centered activities, as well as how they relate to informal school experiences. Such information would identify those approaches which seem more suitable for fostering values in general as well as certain values in particular.

The final objective of this study was to examine administrative and parental views regarding the teaching of values in DCPS in order to establish a directive for administrative commitment and parental involvement in a school-based program.

METHODOLOGY

A random sample of junior and senior high school students and a stratified, random sample of elementary school students were identified for participation in this study. Elementary students were stratified by school region and selected from grades 4 through 6 only. Students were administered a Survey of Values by their homeroom class teacher (see Appendix-B; Student Survey of Values). The teacher read the survey aloud while the students read silently and recorded their responses. In addition, students rated a sampling of values-centered programs and activities currently being implemented in DCPS. Achievement data for students was obtained from scores on the 1989 Comprehensive Test of Basic Skills (CTBS) in reading, math and language.

The student Survey of Values contained 50 items assessing six primary value domains (educational, moral, social, spiritual, cultural and self-esteem). The survey was developed by the Research and Evaluation Branch with the exception of 10 items included from the Rosenberg Inventory of Self-Esteem (Rosenberg, 1979). In addition, some items pertaining to spiritual and cultural values were adopted from the ongoing work of A. Wade Boykin in the Department of Psychology of Howard University. Scores for each item were based on a 4-point Likert scale of responses ranging from "completely true" to "completely false". In addition to these survey items, students were asked to indicate two aspects of their life which are most important. Such responses reflect a hierarchy of values through "free choice" value expressions.

Central and school-based administrators, teachers and support staff from instructional as well as logistical areas (e.g., custodians and cafeteria workers) were also administered

a Survey of Values (see Appendix-B; General Survey of Values). School-based personnel were included only from schools selected to participate in the study. The staff survey was similar to that administered to the students, with the exception that context phrases were modified where necessary. For example, where a student item referred to a situation in the school setting, the item for the staff referred to the work setting.

Classroom teachers in participating schools also completed a questionnaire regarding their attitudes and practices towards teaching values, as well as their views on the development of values in their students (see Appendix-B; Survey for Classroom Teachers on Values Education). Principals in schools participating in the study completed a questionnaire regarding their perception of values education in their schools (see Appendix-B; Survey for School Principals on Values Education).

Finally, a sample of DCPS parents was randomly selected using their child's name as the identifier. Using a computer-generated random procedure, students were selected from among all DCPS students, and respective parents were mailed a survey which solicited their views on teaching values in the school (see Appendix-B; Parent Questionnaire on Values). Parents were asked to complete the survey according to their perspective for the identified child.

STUDY FINDINGS

Student Values

A sample of 2,342 students from 38 schools participated in the study; 21.2% were elementary students (grades 4 through 6 only), 41.8% were junior high students and 37.0% were senior high students. Slightly more than one-half of the participants (53.4%) were female. Nearly all of the participants (96.3%) were African American, 2.0% were Hispanic, and less than 1% each were Asian (.9%) and Caucasian (.6%).

As shown in Table 1a., Principal Components Analyses identified several components within each value domain which exhibit distinct patterns of relations for students (see Appendix-A, Table 1AA for factor representation of each survey item; see Appendix-B for Operational Definitions of Value Components). These individual components were subsequently examined as separate factors throughout the study, and were used further to assess the reliability and validity properties of the student survey.

Table 1A

Student Value Components
Identified from Primary Value Domains

Educational:	Moral:	Social:
(no separate components)	* behavior	* cooperation
	* consequences	* general peer influence
Spiritual:	Cultural:	* academic peer influence
* general fate	* cultural rigidity	* value for material possessions
* spiritual will	* racial pride	* value for money
	* family ties	

Self-Esteem:
* self-worth
* self-doubt
* self-concept of ability

Reliability of Student Survey

Coefficients of internal reliability were computed to determine the extent to which students were consistent in their responses across the individual items on the survey (Chronbach, 1951). Alpha coefficients of consistency were determined for the entire survey as well as for the individual subscales representing the separate value components. The total scale reliability for students was found to be .826, and moderate to high levels of internal consistency were also established for the survey subscales (see Appendix-A, Table 3AA). The Rosenberg Inventory of Self-Esteem (both self-worth and self-doubt) showed an alpha coefficient of .738 for students as compared to the test-retest coefficient of .84 established by Rosenberg (1979).

Validity of Student Survey

The student survey was also assessed for validity (i.e., how accurately the survey measured what it was designed to measure) (Achenbach, 1978). The concurrent or criterion-related validity of the student survey (i.e., the degree to which the survey is related to an independent criterion which represents a second measure at the same point and time) was assessed using the independent criterion of "free-choice" value expressions by students.

Discriminant Analyses were used to determine the extent to which the survey assessment of each value component is related to the free-choice expressions of that components at the same point and time. For example, these analyses sought to determine whether students who freely consider a spiritual value as most important in their lives have survey scores on spirituality significantly different from other students who do not acknowledge a spiritual value as most important.

As shown in Appendix-A, Table 4AA, the survey score on each value domain was used to correctly predict more than 50% of those students who gave a free-choice expression of that value domain. In fact, several of the individual value components assessed in the survey were used to correctly identify more than 66% of the students giving free-choice expressions within that domain. These findings demonstrate a more than modest degree of concurrent validity between the survey assessments and free-choice expressions. Moreover, the survey assessments of social, spiritual and cultural values show a particularly high degree of validity as evidenced by statistically significant differences between the mean survey scores of those students who did and did not give free-choice expressions of these respective values. Chi Square tests of significance reveal that students freely acknowledging a social, spiritual or cultural value as most important have survey scores on these domains which are significantly higher than other students.

A test of convergent validity for the Rosenberg Self-Esteem Inventory revealed a coefficient of .60 with the Coopersmith Inventory of Self-Esteem (Rosenberg, 1979), while in this study, nearly 70% of those students citing a "self" value as most important were correctly classified as such based on their survey score for self-worth or self-concept of ability.

Hierarchy of Values and Group Differences Among Students

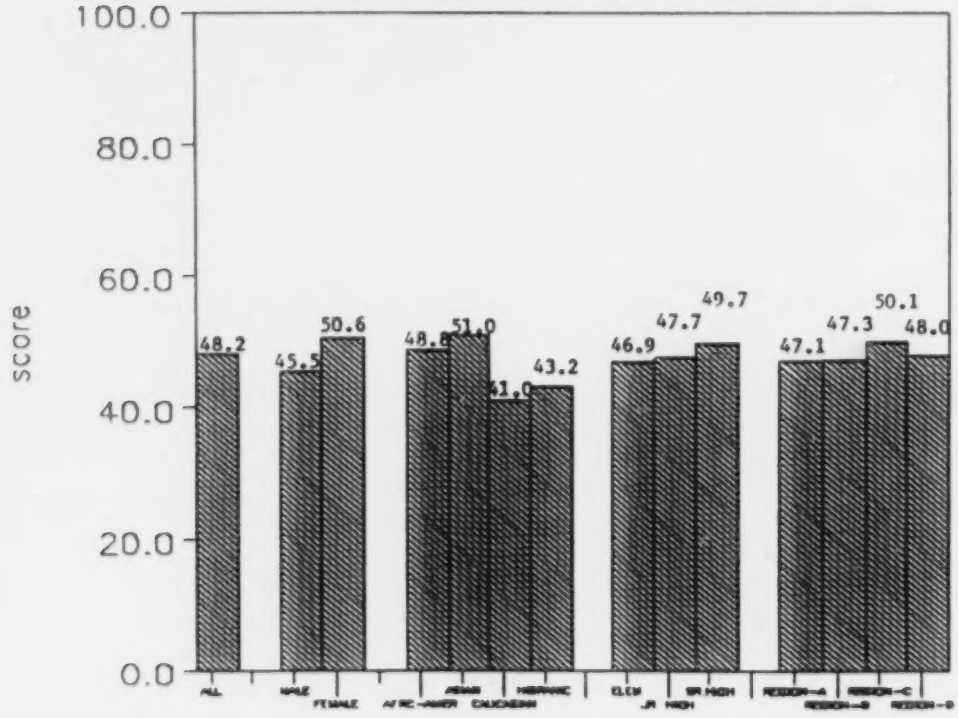
Computation of Value Scores. The factor score computed for each value component represents the acquired percentage of total possible points based on the number of survey items included in the component. In addition, an "overall value index" was computed after identifying the "negative" and "positive" components based on their correlations with a measure of self-esteem (i.e., negative values are those found to have a statistically negative correlation with self-worth or self-concept of ability). Values conceptualized to be negative are general peer influence, academic peer influence, value for material possessions, value specifically for money, cultural rigidity, and self-doubt. Interestingly, the belief in fate (i.e., belief that life's outcomes are beyond one's personal control) is not found to be a negative value in that it is

positively correlated with the sense of self-worth in students (r=.142, p<.05). Thus, while students may feel that certain aspects of their lives are beyond their control, they still have a high sense of self-worth. To compute an overall index score, the computed scores for the positive value components were summed into the index, while the scores for the negative value components were, first, recomputed to reverse their point value (i.e., affirmative responses to the negative items received the lowest points) and were then summed into the total index.

As shown in Figure A-1, the overall index score for all students is 48.2 which is slightly below the mid-point of the scale. Also, the overall value index varies slightly according to student gender, race/ethnic group, school level and school region. Although school "regions" no longer have administrative distinction, they are used here to depict the geographical locations of the students in the city. As shown in Appendix-A, Figures AA-1 through AA-4, group differences are also noted among the individual value components.

FIGURE A-1

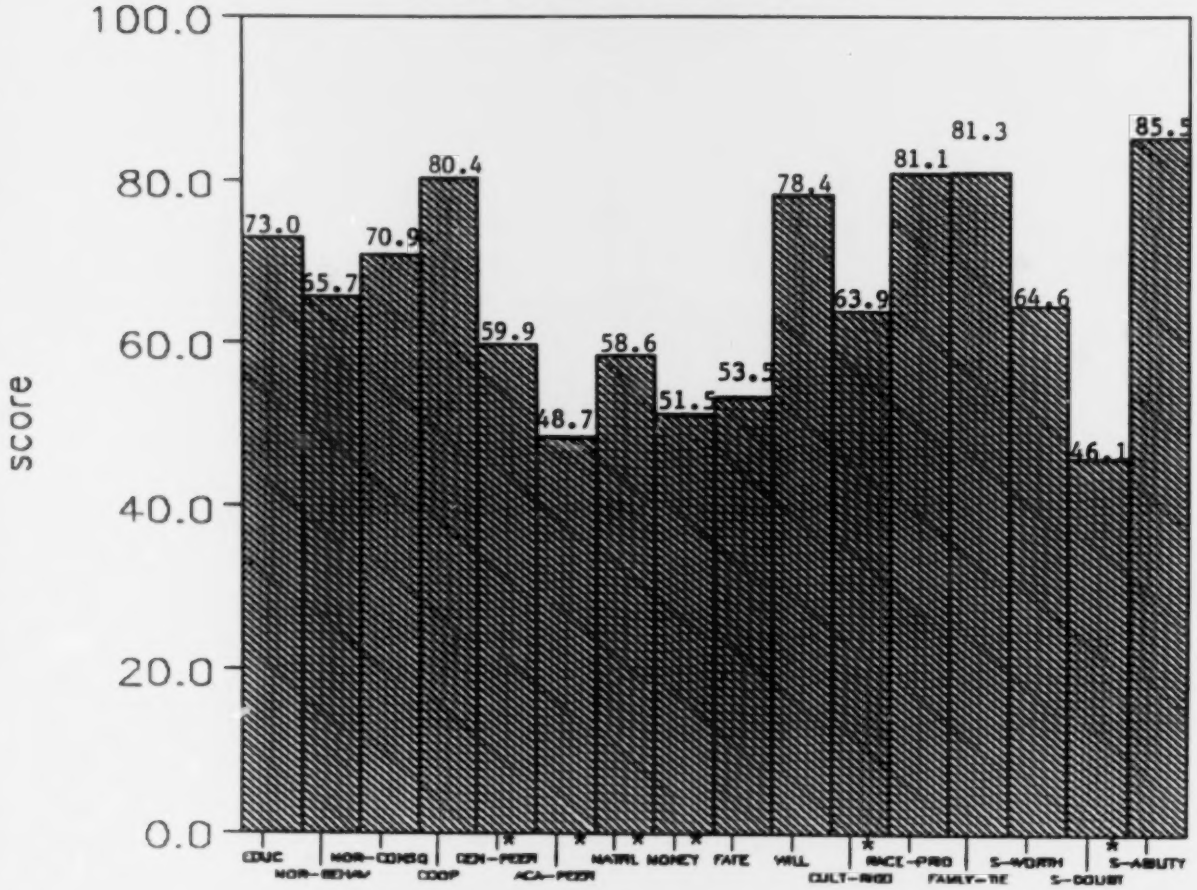
Comparison of Overall Value Index Scores for Student Groups



As further shown in Figure A-2, scores for the individual value components indicate that students are highest in their self-concept of ability and lowest in their self-doubt. In addition, students score well above the mid-point on all positive values and slightly above the mid-point on all negative values with the exception of academic peer influence and self-doubt.

FIGURE A-2

Hierarchy of Student Values

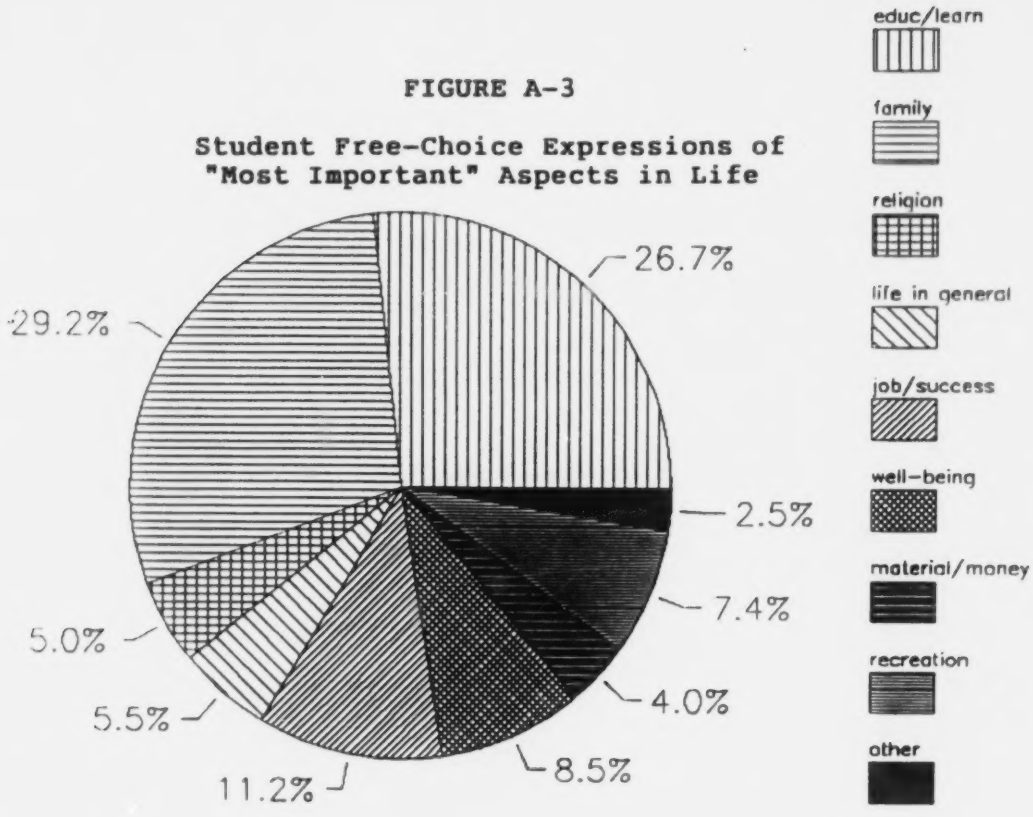


* Negative Value Components

As earlier indicated, students were asked to freely express two aspects of their lives which they value most. As shown in Figure A-3, family, education, and job success are most frequently named as important by students. Personal well-being and recreational activities are also considered to be important.

FIGURE A-3

Student Free-Choice Expressions of "Most Important" Aspects in Life



To detect significant variations between student groups, a smaller subsample of students was selected for statistical comparison (n=234). The smaller subsample ensured that only group differences representing a substantial amount of variance would be detected as statistically significant (Hays, 1973). No statistical differences are found in student values based on their race/ethnic group or school region. Significant race/ethnic group differences were not expected due to the majority percentage of African-American students. However, significant developmental differences are found for the value components.

As shown in Table 1b., Analyses of Variance revealed gender differences, whereby female students have a higher value for cooperation, $F(1,218)=11.55$, $p<.001$, and males have a higher value for money, $F(1,218)=5.59$, $p<.01$. Also, contrast analyses (Scheffe Tests) show that elementary and junior high students are higher than senior high students on the value of education, $t=2.33$, $p<.01$, and $t=2.38$, $p<.05$ respectively; junior and senior high students are lower than elementary students on the value of moral behaviors, $t=2.22$, $p<.05$ and $t=2.27$, $p<.05$ respectively; junior and senior high students are lower than elementary students on susceptibility to general peer influences, $t=2.53$, $p<.01$, and $t=2.40$, $p<.05$ respectively; and junior and senior high students are higher than elementary students on self-worth,

t=2.24, p<.01 and t=2.59, p<.01 respectively. No interaction effects were found between student gender and grade level.

TABLE 1B

Group Differences on Student Values

	Gender				
	Male (n=102)		Female (n=117)		
	mean	SD	mean	SD	F
Cooperation	76.4	10.6	82.8	12.2	11.55***
Money	55.3	19.3	48.5	18.5	5.59**

	School Level						
	Elemen. (n=48)		Jr. High (n=93)		Sr. High (n=82)		
	mean	SD	mean	SD	mean	SD	F
Education	77.5	14.8	74.0	11.9	68.0	10.2	4.63**
Moral Behaviors	70.8	14.6	63.1	15.2	63.7	11.6	3.21*
General Peer Infl.	67.3	20.3	56.1	20.5	57.1	14.5	4.07**
Self-Worth	59.0	14.7	66.1	14.8	67.1	15.8	4.12*

NOTE: Analyses of Variance (ANOVA) was conducted with a smaller subsample of students (n=234) to detect paramount group differences.

* p<.05; ** p<.01; *** p<.001

To further explore school level differences, student values were examined by each grade level. Developmental trends by grade level are found in nine (9) out of 16 value components (see Figures A-4 through A-12). Five (5) positive values (i.e., educational, moral behaviors, family ties, self-worth, and belief in fate) and four (4) negative values (self-doubt, general peer influence, academic peer influence and materialism) are found to differ significantly by grade level.

Three (3) out of five (5) positive values show declines as grade level increased (i.e., education, moral, behavorial, and family ties), and three (3) out of four of the negative values show similar trends (i.e., general peer influence, materialism and self-doubt). The strongest developmental trend is found with the value of education. Also, interestingly, the increase noted for the level of self-worth is not a linear pattern. The level of self-worth is found to decline from grades 4 through 7, with a sharp increase at grade 8. A steady increase in self-worth is only apparent from grade 10 onward. All other value components are found to vary only slightly with grade level and are graphically presented in Appendix-A, Figures AA-5 through AA-11.

FIGURE A-4

Value of Education By Grade

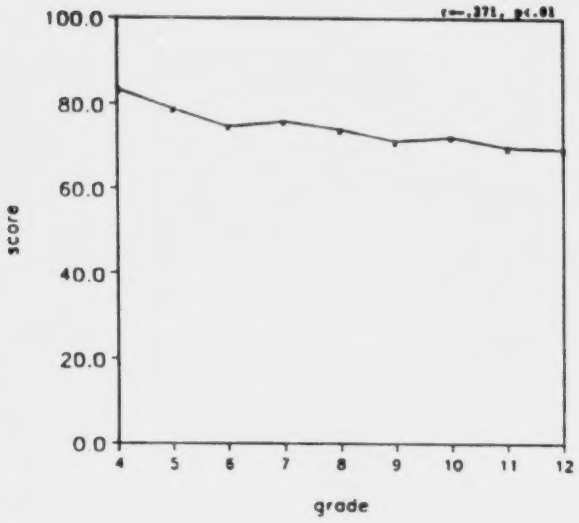


FIGURE A-5

Value of Moral Behaviors by Grade

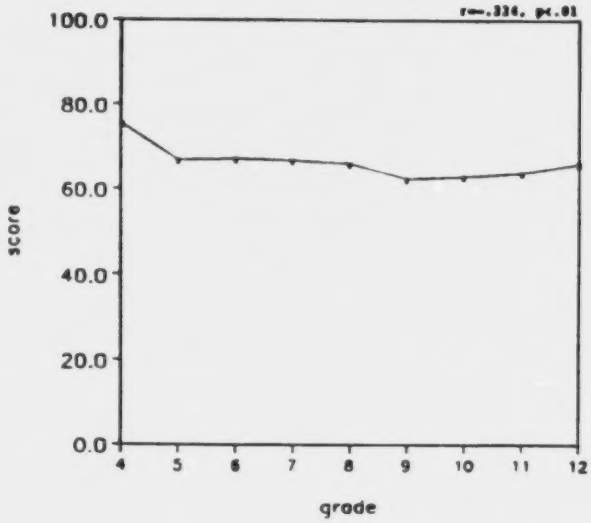


FIGURE A-6

Strength of Family Ties by Grade

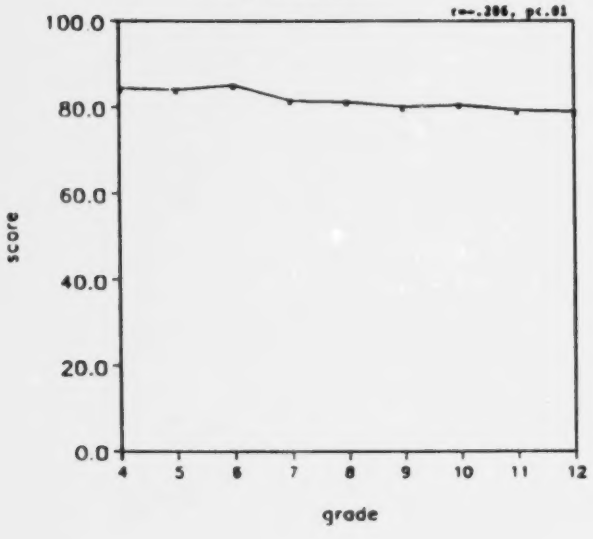


FIGURE A-7

Self-Worth by Grade

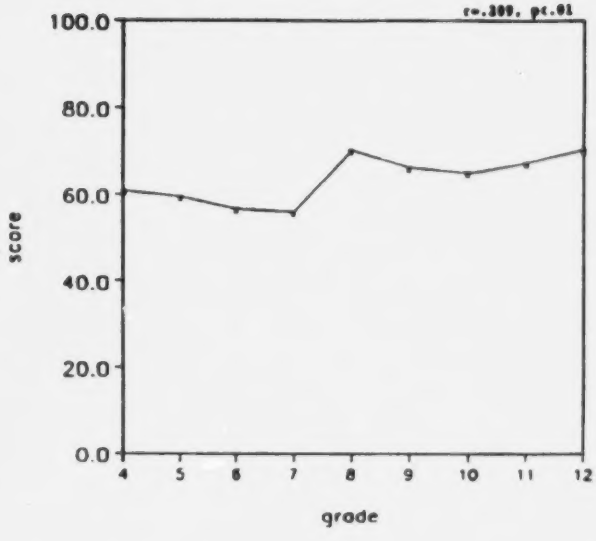


FIGURE A-8

General Fate by Grade

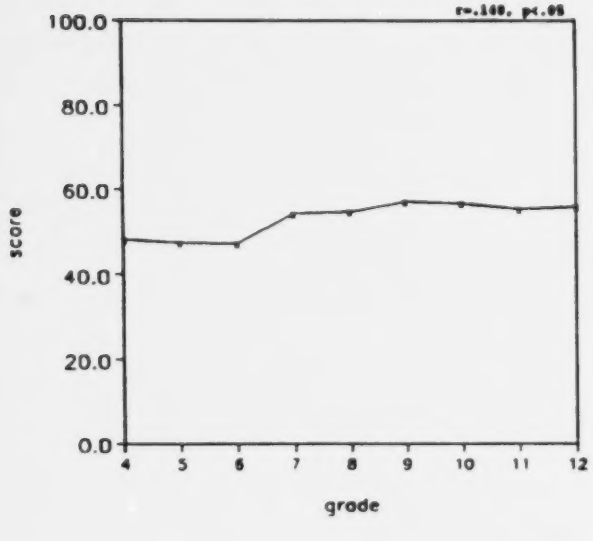


FIGURE A-9

Self-Doubt by Grade

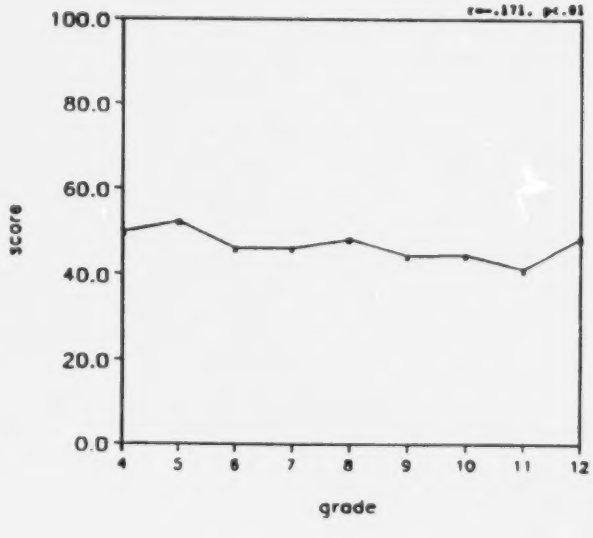


FIGURE A-10

General Peer Influence
by Grade

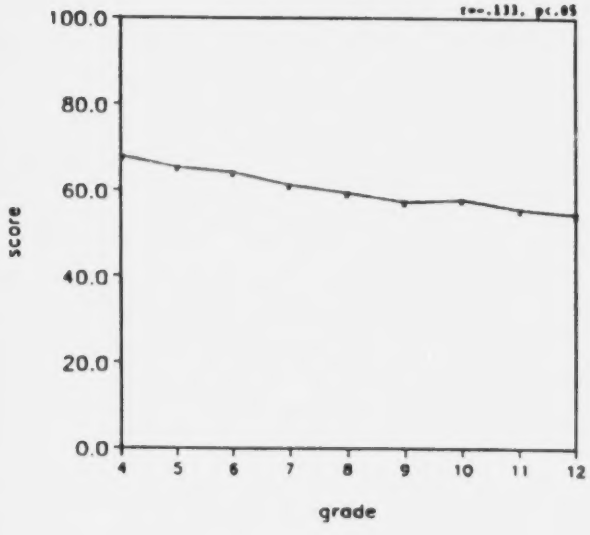


FIGURE A-11

Academic Peer Influence
by Grade

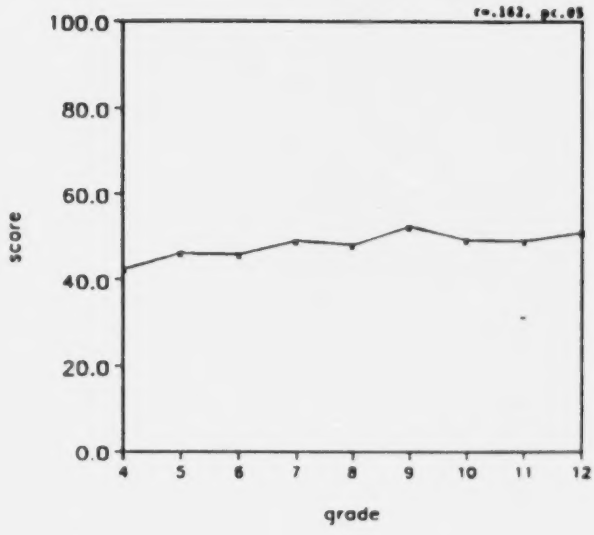
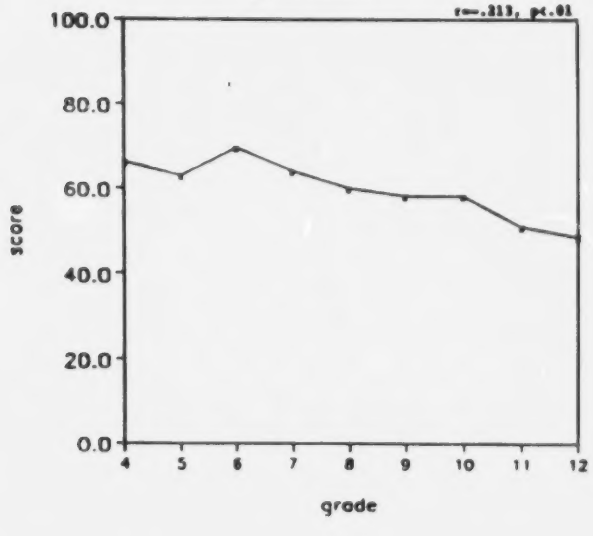


FIGURE A-12

Value of Material Possessions
by Grade



Relationships Between
Student Values

As further shown in Table 1c., several relationships have been established between the individual value components. In summary, it is found that:

Students with higher value for education also have:
- higher value for moral consequences
- more racial pride
- stronger family ties
- higher value for material possessions
- greater self-worth

Students with higher value for moral behaviors also have:
- higher value for cooperation
- more spiritual will
- stronger family ties
- higher susceptibility to general peer influence
- lower value for money

Students with higher value for moral consequences also have:
- higher self-concept of ability
- higher value for material possessions
- lower value for money
- less cultural rigidity

Students with higher value for cooperation also have:
- greater self-worth
- higher self-concept of ability
- higher value for moral behaviors
- more racial pride
- stronger family ties
- more spiritual will
- less cultural rigidity
- lower value for material possessions
- lower value for money

Students with higher susceptibility to general peer influence also have:
- higher value for moral behaviors
- more spiritual will
- more cultural rigidity
- lower self-concept of ability

Students with higher susceptibility to academic peer influence also have:
- more self-doubt

TABLE 1C

Relationships Between Student Values

	Grade	Educ	Moral Behav	Moral Conseq	Coop	Gen Peer	Acad Peer	Matrl	Money	Gen Fate	Spirit Will	Cult Rigid	Race Pride	Family Ties	Self Worth	Self Doubt	Self Ablty
Grade	1.00																
	**																
Educ	-.271	1.00															
Moral	**																
Behav	-.224	.033	1.00														
Moral		**															
Conseq	-.088	.380	.056	1.00													
			**														
Coop	-.059	.132	.271	.040	1.00												
Gen	*		**														
Peer	-.133	.143	.229	.044	.013	1.00											
Acad	*																
Peer	.162	.184	-.104	-.029	-.036	.028	1.00										
	**	**		**	*												
Matrl	-.213	.265	-.010	.296	-.176	.085	.081	1.00									
			**	**	**			**									
Money	.004	-.138	-.257	-.216	-.263	-.093	.064	.209	1.00								
Gen	*																
Fate	.140	-.136	-.089	-.004	.059	-.106	-.011	-.026	-.062	1.00							
Spirit			*		***	*			**								
Will	-.044	.132	.163	.055	.299	.189	-.078	-.129	-.225	.080	1.00						
Cult				*	***	*		*									
Rigid	-.063	-.128	.048	-.215	-.295	.182	.088	.171	.099	.033	.023	1.00					
Race		*			***				**		**	**					
Pride	.008	.234	-.005	.124	.476	.037	.126	-.036	-.235	.119	.229	-.202	1.00				
Family	**	**	**		**			*		**	*	*					
Ties	-.206	.330	.244	.056	.243	-.121	-.052	-.160	.013	-.274	.151	-.165	-.003	1.00			
Self	**	*			***	*		**		*	*	*	***				
Worth	.209	.194	-.037	-.027	.296	-.088	-.065	-.182	.070	.142	.166	-.135	.287	.018	1.00		
Self	**						**	*					*		***		
Doubt	-.171	.089	-.015	.075	-.099	.055	.202	.132	.009	.092	.020	.019	-.159	.112	-.668	1.00	
Self				*	***	**			*		**		**	**	**	**	
Ablty	.020	-.010	.078	.212	.332	-.219	.058	-.058	-.159	.004	.238	-.044	.272	.281	.194	-.086	1.00

KEY = educ - educational value
moral behav - value for moral behaviors
moral conseq - value for moral consequences
coop - value for cooperation
soc peer - social peer influence
aca peer - academic peer influence
matrl - value for material posessions
money - value for money
gen fate - belief in general fate
spirit will - belief in spiritual will
cult rigid - rigid cultural beliefs
race pride - pride in race/ethnic group
family ties - family ties
self worth - self-worth
self doubt - self-doubt
self ablty - self-concept of ability

* p<.05
** p<.01
*** p<.001

BEST COPY AVAILABLE

Students with higher value for materialism also have:
- higher value for money
- higher value for education
- higher value for moral consequences
- more cultural rigidity
- more self-doubt
- lower value for cooperation
- weaker family ties
- less self-worth

Students with higher value for money also have:
- higher value for material possessions
- less spiritual will
- less racial pride
- lower self-concept of ability
- lower value for moral behaviors
- lower value for moral consequences
- lower value for cooperation

Students with stronger belief in fate also have:
- greater self-worth
- weaker family ties

Students with stronger beliefs in spiritual will also have:
- greater self-worth
- more racial pride
- higher self-concept of ability
- higher value for moral behaviors
- higher value for cooperation
- higher susceptibility to general peer influence
- lower value for money

Students with higher levels of cultural rigidity also have:
- higher susceptibility to general peer influence
- higher value for material possessions
- less racial pride
- lower value for moral consequences
- lower value for cooperation
- weaker family ties
- less self-worth

Students with stronger racial pride also have:
- greater self-worth
- higher self-concept of ability
- higher value for education
- higher value for cooperation
- more spiritual will
- lower value for money
- less cultural rigidity
- less self-doubt

Students with stronger family ties also have:
- higher value for education
- higher value for moral behaviors
- higher value for cooperation
- more spiritual will
- higher self-concept of ability
- less belief in fate
- lower value for material possessions
- less cultural rigidity

Students with greater self-worth also have:
- higher value for education
- higher self-concept of ability
- higher value for cooperation
- more racial pride
- stronger belief in fate
- more spiritual will
- less cultural rigidity
- less self-doubt
- lower value for material possessions

Students with greater self-doubt also have:
- higher value for material possessions
- higher susceptibility to academic peer influence
- less racial pride
- less self-worth

Students with higher self-concept of ability also have:
- greater self-worth
- higher value for moral consequences
- higher value for cooperation
- more spiritual will
- stronger racial pride
- stronger family ties
- lower value for money
- lower susceptibility to general peer influence

In general, the relationships established between student values follow expectations in that positive values are positively related to each other and inversely related to negative values. However, materialism and general peer influence tend to deviate from these patterns in several instances. For example, students with a high value for education and moral consequences are also found to have a higher value for material possessions ($r=.265$, $p<.01$ and $r=.380$, $p<.01$, respectively). Likewise, students with higher value for moral behaviors and strong beliefs in spiritual will are found to have a higher susceptibility to peer influence, $r=.229$, $p<.01$ and $r=.189$, $p<.05$, respectively.

DCPS Staff Values

Similar to the students, personal values were also examined among the DCPS staff. A random sample of 1,093 central administrative officers (15.3%), school-based administrators (8.7%), teachers (32.1%) and support personnel (43.9%) from 38 schools completed a Survey of Values. The staff participants had been employed with DCPS from 1 to 46 years with an average of 15 years experience. More than two-thirds of the staff participating were female (67.4%), the majority were African American (94.1%), 3.7% were Caucasian 1.5% were Hispanic, and less than 1% each were Asian (.6%) and American Indian (.2%).

Also, similar to the students, Principal Components Analyses of the staff survey identified several distinct components within the value domains which merited individual examination (see Appendix-A, Table 2AA for factor representation of each survey item). Slightly fewer components were, however, revealed for the staff than for the students. Also similar to students, an overall value index was computed for the staff taking into account the level of both positive and negative values. The staff is found to be slightly above the mid-point on the overall index with a score of 56.3.

Reliability of Staff Survey of Values

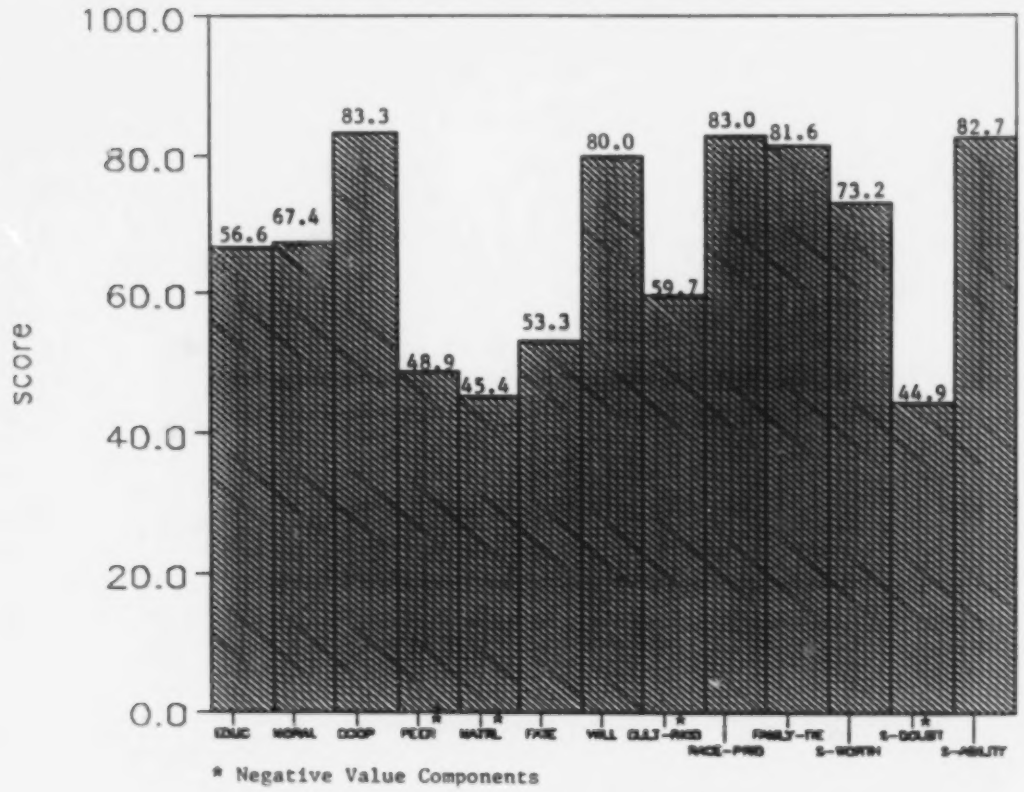
The internal reliability of the total survey of staff values yielded an alpha coefficient of .840, which is similar to that established for students (see Appendix, Table 3AA). However, upon examining the survey subscales, the staff is found to be more consistent than students on several of the individual value components (see also Appendix-A, Table 3AA). In addition, the Rosenberg Inventory of Self-Esteem (including both self-worth and self-doubt) showed an alpha coefficient of .872 which is substantially higher than the .738 for students.

Hierarchy of Values and Group Differences Among DCPS Staff

As shown in Figure B-1, the feeling of self-worth is the highest value among the staff, while self-doubt appears to be the lowest. In all, the staff show scores well above the mid-point on all positive values. For negative values, the staff show scores above the mid-point only on one (1) out of four (4) components--cultural rigidity.

FIGURE B-1

Hierarchy of Values Among Staff



Analyses of Variance was conducted with a smaller subsample of staff participants (n=225) to examine differences between the staff based on their gender, race/ethnic group, staff position, school level assignment, and school region. As shown in Appendix-A, Figure AA-12 through AA-16, slight differences are noted in the hierarchy of values for all groups. However, statistically significant differences are found only by gender. As seen in Table 2a., male staff members are significantly higher than female staff on materialism and cultural rigidity, and female staff are higher than males on spiritual will.

TABLE 2A

Group Differences on Staff Values

	Gender				
	Male (n=102)		Female (n=117)		
	mean	SD	mean	SD	F
Materialism	49.3	11.3	44.3	10.3	6.97**
Spiritual Will	71.1	11.6	80.6	13.0	18.60***
Cultural Rigidity	63.7	17.7	58.2	16.8	3.86*

NOTE: Analyses of Variance (ANOVA) were conducted with a smaller subsample of staff (n=225) to detect paramount group differences.

* p<.05
** p<.01
*** p.001

Relationships Between Staff Values

As shown in Table 2b., several relationships are found between the values of the staff participants. In summary, it is noted that:

Staff with higher value for education also have:
- higher moral values
- more racial pride
- less cultural rigidity

Staff with higher moral values also have:
- higher value for education
- higher self-concept of ability

TABLE 2B

Relationships Between Staff Values

	Educ	Moral	Coop	Peer	Matrl	Gen Fate	Spirit Will	Cult Rigid	Race Pride	Famly Ties	Self Worth	Self Doubt	Self Ablty
Educ	1.00												
	**												
Moral	.252	1.00											
			***										
Coop	.034	.148	-.366	1.00									
			**	***									
Peer	.011	.033	-.225	.323	1.00								
				**	***								
Matrl	.046	.009	-.141	.331	.363	1.00							
					**	***							
Gen Fate	-.134	.060	-.141	.331	.363	1.00							
			***		**								
Spirit Will	-.066	.162	.253	.086	-.221	.033	1.00						
	*		***	**	***	**							
Cult Rigid	-.162	-.066	-.226	.241	.326	.164	-.031	1.00					
	***		***	***	***	**	*	*					
Race Pride	.282	.115	.418	-.389	-.298	-.173	.137	-.151	1.00				
			***	**	***		***		***				
Famly Ties	-.019	.091	.357	-.233	-.248	-.102	.242	-.073	.529	1.00			
			***		*		**	**	***	***			
Self Worth	-.005	.065	.313	-.120	-.124	-.102	.209	-.070	.381	.483	1.00		
			*	***	*			**	***	***			
Self Doubt	.027	.004	-.127	.313	.141	.078	-.035	.198	-.250	-.251	.020	1.00	
		*	***				***		***	***	***	***	
Self Ablty	-.032	.197	.365	-.097	-.134	-.010	.360	-.089	.353	.484	.548	-.253	1.00

KEY = educ - value of education
moral - moral values
coop - value of cooperation
peer - general peer influence
matrl - value of material posessions
gen fate - belief in general fate
spirit will - belief in spiritual will
cult rigid - rigid cultural beliefs
race pride - pride in race/ethnic group
famly ties - family ties
self worth - self-worth
self doubt - self-doubt
self ablty - self-concept of ability

* p<.05
** p<.01
*** p<.001

BEST COPY AVAILABLE

Staff with higher value for cooperation also have:
- greater self-worth
- higher self-concept of ability
- stronger family ties
- more spiritual will
- more racial pride
- lower susceptibility to peer influence
- lower value for material possessions
- less cultural rigidity
- less self-doubt

Staff with higher susceptibility to peer influence also have:
- higher value for material possessions
- greater self-doubt
- stronger belief in fate
- more cultural rigidity
- weaker family ties
- lower value for cooperation
- less racial pride

Staff with higher value for materialism also have:
- higher susceptibility to peer influence
- stronger belief in fate
- more cultural rigidity
- greater self-doubt
- less spiritual will
- lower value for cooperation
- less racial pride
- weaker family ties
- less self-worth

Staff with stronger belief in fate also have:
- higher value for material possessions
- more cultural rigidity
- lower value for cooperation
- less racial pride

Staff with stronger belief in spiritual will also have:
- greater self-worth
- higher value for cooperation
- more racial pride
- stronger family ties
- higher self-concept of ability
- lower value for material possessions

Staff with higher levels of cultural rigidity also have:
- greater self-doubt
- higher susceptibility to peer influence
- higher value for material possessions
- stronger belief in general fate
- lower value for education

- lower value for cooperation
- less racial pride

Staff with stronger racial pride also have:
- greater self-worth
- higher self-concept of ability
- higher value for education
- higher value for cooperation
- more spiritual will
- stronger family ties
- lower susceptibility to peer influence
- less cultural rigidity
- lower value for materialism
- less belief in general fate
- less self-doubt

Staff with stronger family ties also have:
- greater self-worth
- higher self-concept of ability
- higher value for cooperation
- more spiritual will
- more racial pride
- lower susceptibility to peer influence
- lower value for material possessions
- less self-doubt

Staff with greater self-worth also have:
- higher self-concept of ability
- higher value for cooperation
- more spiritual will
- more racial pride
- stronger family ties
- lower value for material possessions
- less self-doubt

Staff with greater self-doubt also have:
- higher susceptibility to peer influence
- higher value for material possessions
- more cultural rigidity
- less racial pride
- weaker family ties
- lower self-concept of ability
- lower value for cooperation

Staff with higher self-concept of ability also have:
- greater self-worth
- higher moral values
- higher value for cooperation
- more spiritual will
- more racial pride
- stronger family ties
- less self-doubt

In all relationships identified between staff values, findings are as expected. All positive values show positive correlations with each other and inverse correlations with all negative values.

Relationships Between Values of School-Based Staff and Students

As shown in Table 2c., the values of staff and students show similar patterns in hierarchy. Notable differences (5 or more percentage points) are found between the staff and students only on: (a) overall value index, 8-points; (b) education, 16-points; (c) materialism, 13-points; (d) self-worth, 9-points; and (e) peer influence, 11-points. The staff is higher than students on their overall value index and self-worth, and lower than students on general peer influence, education and materialism. Interestingly, the greatest difference between the staff and students is on their value of education.

Table 2C

Comparison of Ranked Student and Staff Values

	Student		Staff	
Rank	Component	Score	Component	Score
1	self-ability	86.5	cooperation	83.3
2	family ties	81.3	racial pride	83.0
3	racial pride	81.1	self-ability	82.7
4	cooperation	80.4	family tie	81.6
5	spiritual will	78.4	spiritual will	80.0
6	education	73.0	self-worth	73.2
7	moral conseq.	70.9	morals	67.4
8	moral behavior	65.7	education	56.6
9	self-worth	64.1	cultural rigid.	59.7
10	cultural rigid.	63.9	general fate	53.3
11	gen. peer infl.	59.9	peer influence	48.9
12	materialism	58.6	materialism	45.4
13	general fate	53.5	self-doubt	44.9
14	money	51.5		
15	acad. peer infl.	48.7		
16	self-doubt	46.1		
	OVERALL INDEX	48.2	OVERALL INDEX	56.3

NOTE: Principal Components Analyses resulted into more components for students than for staff.

The correlation between school-based staff and student values was assessed by Multiple Regression Analyses (stepwise). This procedure utilized the mean school scores of the values held by the staff and the students in order to detect which student values vary according to staff values. In addition, this procedure identified the proportion of variability in student values which varies directly with staff values, thus demonstrating the "potential" impact of staff values on students. Significant differences were not found between the values of teachers and administrative staff in the schools, therefore all school-based staff were examined collectively in these analyses.

As shown in Table 2d., four (4) values held by the school-based staff--morals, family ties, peer influence and spiritual will-- are found to have strong, independent relationships with several of the student value components. In summary, it is found that:

** 20% of students' value for moral consequences (R^2=.195) varies directly with moral values among staff

** 26% of students' general peer influence (R^2=.256) varies directly with moral values and peer influence among staff

** 25% of students' academic peer influence (R^2=.254) varies directly with the strength of family ties and level of spiritual will among staff

** 11% of students' value for material possessions (R^2=.107) varies with the strength of family ties among staff

** 12% of students' general self-worth (R^2=.118) varies directly with the level of spiritual will among the staff

** 9% of students' self-concept of ability (R^2=.085) varies directly with the level of spiritual will among the staff

Teacher Attitudes and Practices Toward Values Education

A description of attitudes and classroom practices toward teaching values was obtained from a survey of 1,133 teachers at the elementary (8.8%) junior high (48.9%) and senior high school (38.5%) levels. The teachers represent 38 schools and 23 subjects.

Teacher Attitudes

The attitude of classroom teachers was found to be generally positive towards teaching values in school and the development of

TABLE 2D

Relationships Between Values of School-Based Staff and Students (Stepwise Multiple Regression Analyses)

Student Values	Related Staff Values	Beta	R^2	F	df
education	-	-	-	-	-
moral behav	-	-	-	-	-
moral conseq	morals	.467	.195	9.77**	1,35
cooperation	-	-	-	-	-
gen peer influ	morals	-.350	.256	7.22**	2,34
	peer influ	4.29			
acad peer influ	family ties	-.604	.254	7.32**	2,35
	spirit. will	-.402			
materialism	family ties	-.362	.107	5.44*	1,36
money	-	-	-	-	-
general fate	-	-	-	-	-
spiritual will	-	-	-	-	-
cultural rigidity	-	-	-	-	-
family ties	-	-	-	-	-
racial pride	-	-	-	-	-
self-worth	spirit. will	.377	.118	7.14**	1,36
self-doubt	-	-	-	-	-
self-ability	spirit. will	.332	.085	4.47*	1,36
Overall Index	-	-	-	-	-

Note: student and staff scores were aggregated by school (n=38)
* $p<.05$; ** $p<.01$

values in their students. The majority of teachers (82.2%) believe that values can be effectively taught in the classroom, and the majority (83.2%) believe they have the proper skills and knowledge to influence the values of their students. Among those who believe values cannot be effectively taught in school, nearly one-half (47.7%) feel that values should be taught in the home and 10.7% reason that multiple cultures will prohibit effective values education in school. Among those teachers in favor of teaching values in school, Table 3a. shows the order in which they rank the importance of teaching specific values. Teaching the value of "self" is ranked as first most important followed by the teaching of moral values.

TABLE 3A

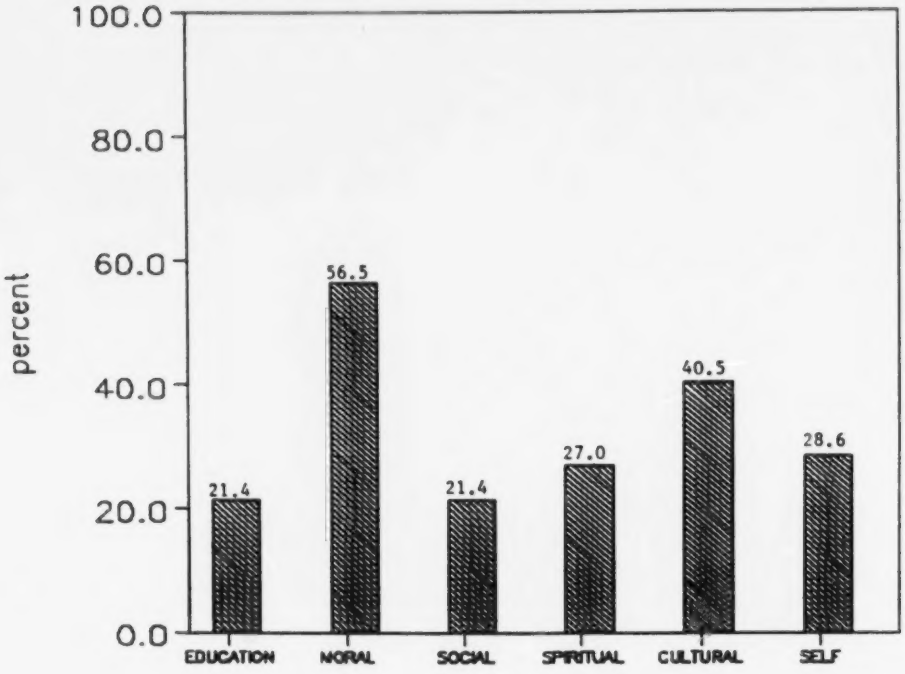
Ranked Order of Importance for Teaching Values

	Student Values					
	Educat-ional	Moral	Social	Spirit-ual	Cult-ural	Self
Rank Order	Percent of Teachers					
1	11.0	23.9	2.3	18.4	2.9	27.5
2	15.7	27.6	5.3	10.4	6.5	19.1
3	20.4	15.2	10.3	12.0	12.4	13.4
4	19.3	9.5	16.3	11.2	16.4	11.6
5	13.0	5.9	19.7	12.6	25.4	7.0
6	4.7	2.6	31.2	18.9	20.3	5.4

However, less than one-half of the teachers (40.7%) feel their students have begun to develop a good set of values. As shown in Figure C-1, moral value is the only domain in which the majority of teachers (63.5%) perceive their students to be strong.

FIGURE C-1

Teacher Perception of Strong Values in Students



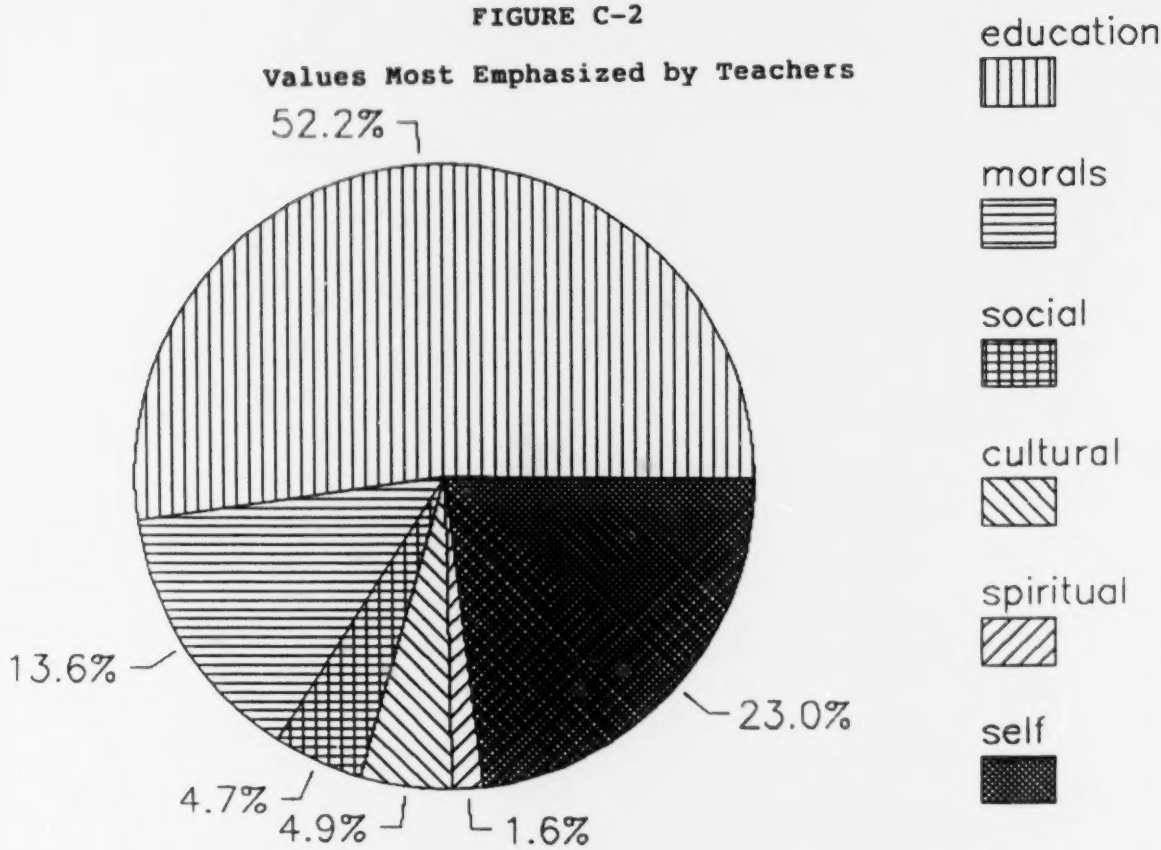
Teacher Practices

Classroom practices and methods used by teachers to encourage the development of values in students were also examined. More than one-half of the teachers (64.3%) implement specific values-centered activities in their classroom on a regular basis, with nearly three-fourth (73.6%) reporting that such activities occur at least once a week. Also, more than one-half of the teachers (54.0%) indicate they have devoted an entire class period to a specific values-centered activity, but only 35.0% report they have had out-of-class activities centered around values during the school year.

While the value of education is emphasized utmost by more teachers (52.8%), self value is the next highest in emphasis (23.0%) (see Figure C-2). In addition, more than one-fourth of the teachers (29.1%) report that the subject of culture or race is discussed in their class at least once a week; more than one-half (54.2%) reportedly discuss peer pressure and materialism in their class at least once a week; and three-fourths (79.4%) report they discuss the practical implications of education in their classroom at least once a week.

FIGURE C-2

Values Most Emphasized by Teachers



Versatility in instructional practices is prevalent, in that more than one-half of the teachers (60.8%) report they emphasize both group and individual activities the majority of the time. Less than one-quarter (20.6%) emphasize group activities more, and 16.2% emphasize individual activities more. Also, nearly two-thirds of the teachers (73.7%) indicate they first try to resolve conflicts between students in the classroom either by having the students involved settle the conflict among themselves (58.5%), by using student mediators (14.4%), or by resolving the conflict themselves as teachers (9.7%). Less than one-fourth of all teachers (17.4%) indicate that they immediately direct student conflicts to school authorities.

In addition, Chi-Square Test of Significance of a smaller subsample of teachers (n=226) revealed significant differences between responses of the teachers when examined by school region, school level assignment, and subject area. Appendix-A, Tables 5AA through 12AA present the teacher responses which vary significantly according to group. Teacher biographical data pertaining to race/ethnic group and gender was not included in this survey.

Effects of Teacher Attitudes and Practices on Student Values

Using Cluster Analyses, the teachers were divided into three (3) predominant attitude and practice groupings based on their survey responses. The first attitude grouping, Attitude-A, primarily feel that values should "not" be taught in school and are mixed in their beliefs on whether their students have developed a good set of values. The second attitude grouping, Attitude-B, primarily feel that values should be taught in school but are also mixed in their beliefs on whether their students have developed a good set of values. The final attitude grouping, Attitude-C, primarily feel that values should be taught in school and believe their students have already developed a good set of values. With regard to practice groupings identified, the first practice grouping, Practice-A, emphasize and discuss values regularly (particularly educational and self values) and also encourage peer resolution of student conflicts. The second practice grouping, Practice-B, also emphasize and discuss values regularly (particularly moral and cultural values) and encourage peer resolution of student conflict. The final practice grouping, Practice-C, does not emphasize or discuss values regularly in the classroom and strictly adhere to teacher resolution of student conflict.

Statistically significant differences are not found between the teacher attitude and practice "cluster groupings" based on their school level, region, or subject area. However, significant relationships are established between the attitudes of teachers and their practices. It was found that teachers who are the most positive about values education, in that they feel values should be taught in school and that their students have already developed good values (Attitude-C), also place more emphasis on moral and cultural values in the classroom (Practice-B) ($r=.201$, $p<.001$).

To examine relationships between teacher attitudes and practices and student values, the dominant attitude and practice cluster-type was determined for each school. Multiple Regression Analyses (stepwise) were conducted to examine the relationship of high exposure to each attitude-type and practice-type in the school to the values of the students in the school. As shown in Table 3b., teacher attitudes towards values and values education are found to be independently related to only one student value examined here--feelings of self-worth. Teachers who feel values should be taught in school but have mixed feelings on whether students have already developed a good set of values (Attitude-B) have students with higher feelings of self-worth. However, classroom practices of teachers show significant, independent relationships with several student values. As shown

in Table 3b., teachers who regularly emphasize values and encourage peer resolution of student conflicts (Practice-A and Practice-B) have students showing higher scores on moral, social, and cultural values, while teachers who do not emphasize values and adhere to teacher resolution of student conflict (Practice-C), have students with less feelings of self-worth.

In summary, it is found that:

** <u>teachers who regularly emphasize educational and self values (Practice-A) have</u>:

- students with higher value for moral behaviors; teacher emphasis varies directly with 9% of the variability (R^2=.093) found on students' moral behaviors;
- students with higher value for moral consequences; teacher emphasis varies directly with 20% of the variability (R^2=.195) found on students' beliefs in moral consequences;
- students with lower susceptibility to general peer influence; teacher emphasis varies directly with 8% of the variability (R^2=.076) found on students' susceptibility to general peer influence.

** <u>teachers who regularly emphasize moral and cultural values (Practice-B) have</u>:

- students with less cultural rigidity; teacher emphasis varies directly with 15% of the variability (R^2=.146) found in students' level of cultural rigidity;

** <u>teachers who do not emphasize values regularly (Practice-C) have</u>:

- students with lower levels of self-worth; but

** <u>teachers who believe values should be taught in school and are mixed in their feelings on whether students have already developed a good set of values (Attitude-B) have:</u>

- students with higher levels of self-worth; teacher emphasis and belief varies directly with 5% of the variability (R^2=.056) found in students' level of self-worth.

TABLE 3B

Relationships Between Teacher Attitudes/Practices and Student Values

(Stepwise Multiple Regression Analyses)

Student Values	Related Teacher Practices	Beta	R^2	F	df
education	-	-	-	-	-
moral behav	Practice-A	.342	.093	4.90 *	1,37
moral conseq	Practice-A	.465	.195	10.21 **	1,37
cooperation	-	-	-	-	-
gen peer infl	Practice-A	-.317	.076	4.13 *	1,37
acad peer infl	-	-	-	-	-
material	-	-	-	-	-
money	-	-	-	-	-
general fate	-	-	-	-	-
spiritual will	-	-	-	-	-
cultural rigidity	Practice-B	-.410	.146	7.51 **	1,37
family ties	-	-	-	-	-
racial pride	-	-	-	-	-
self-worth	Practice-C Attitude-B	-.217--| .467--|	.056	2.75 *	1,37
self-doubt	-	-	-	-	-
self-ability	-	-	-	-	-
Overall Index	-	-	-	-	-

Note: Student and teacher scores were aggregated by school (n=38)

* p<.05
** p<.01

Values and Academic Achievement

Relationships Between Student Values and Academic Achievement

Significant relationships are found between student values and standardized achievement. As shown in Table 4a., language achievement is related to several individual value components, while reading and math achievement are related to fewer components. Of particular interest, the findings reveal that feelings of self-worth increase with reading and language achievement ($r=.307$, $p<.01$ and $r=.202$, $p<.01$, respectively). Also, students with higher language skills seem to have higher educational values ($r=.283$, $p<.01$) and higher moral values ($r=.211$, $p<.05$). Students with higher mathematics skills appear to have higher value for cooperation ($r=.215$, $p<.05$) and peer influences ($r=.181$, $p<.05$).

Table 4A

Relationships Between Student Values and Achievement Scores

	CTBS Score		
	Reading	Language	Mathematics
Values	correlation coefficients		
education	.174	.283**	.205
moral bahav	.072	.189*	.081
moral conseq	.141	-.021	-.054
cooperation	.010	.151	.215*
gen. peer infl.	.028	.052	.181*
acad. peer infl.	.115	.184*	.054
material possess	-.121	-.052	-.153
money	-.000	-.108	-.012
spiritual will	.054	.016	.122
general fate	.161*	.074	.070
racial pride	.167	.211*	.091
cultural rigidity	-.022	-.017	-.097
family ties	-.025	-.043	-.052
self-worth	.307***	.202**	.129
self-doubt	.053	.072	.010
self-concept-ability	.058	-.025	-.049
Overall Index	.225**	.187**	.073

* p<.05; ** p<.01; *** p<.001

Particular attention was given to the relationship between achievement and self-esteem, and it is found that other values tend to mediate this relationship. As shown in Table 4b., only when the value of education is held constant (i.e., statistically assuming that all students have the same value of education) does the relationship between the self-esteem and reading achievement become non-significant. Thus, the initial relationship observed between self-esteem and reading achievement is due to differing student levels on the value of education (i.e., students' sense of self-worth is affected by their reading achievement only to the extent they value education).

Table 4B

Relationships Between Self-Worth and Academic Achievement, Controlling for Covariates

	Self-Worth/ Reading	Self-Worth/ Language
	correlation coefficients	
Covariates		
education	.117 (n.s.)	.226*
moral bahav	.328**	.073 (n.s.)
moral conseq	.448***	.281**
cooperation	.268**	.258**
gen. peer infl.	.200*	.152 (n.s.)
acad. peer infl.	.346***	.209*
material possess	.275**	.218*
money	.304***	.198*
spiritual will	.333***	.279**
general fate	.273**	.225**
racial pride	.268**	.280**
cultural rigidity	.281**	.180*
family ties	.298**	.183*
self-doubt	.315***	.215**
self-concept-ability	.370***	.306**

n.s. not significant
* p<.05
** p<.01
*** p<.001

Similarly, it is found that by holding constant the value for moral behaviors or social peer influences, the relationship between the self-esteem and language achievement is no longer apparent (i.e., students' sense of self-worth is affected by their language achievement or measured ability to communicate in society only to the extent that students value social morals or social interactions).

Peer Influences on Achievement

In addition to these findings for values and achievement, this study also attempted to specifically examine the relationship between achievement and negative peer influences, particularly how student achievement might be hindered by peer ridicule (the "acting White" phenomena, Fordham and Ogbu, 1986). Student responses to two of the survey items regarding how they feel about being teased for having good grades were examined (see Appendix B; Survey of Student Values, Items 15 and 16). As shown in Table 4c., no significant differences are found between the responses of students based on whether they are high, average or low achievers in reading, math or language. In essence, the highest achieving students seem to feel no more pressure from their peers about their grades than do other students when they also receive good grades.

Values-Centered Programs and Activities

Student Participation and Ratings of Values-Centered Programs/Activities

To further examine the effects of school interventions on student value formation, students were asked to rate, based on their participation, a sample of 26 values-centered programs and activities currently being implemented in DCPS. Nearly two-thirds of all students (67.3%) indicate they have participated in at least one program, with 44.0% reporting they participated in three (3) or more programs. As shown in Table 5a., only eight (8) of the programs and activities have ever involved more than 20.0% of all students. As further shown, more than one-half of the programs and activities (16 of the 26) are rated as "good" by the majority of the students.

As shown in Table 5b., program descriptions revealed that the majority of the programs and activities tend to be extra-curricular, informational, at the elementary school level, and tend to focus on self-esteem and coping.

Table 4C

Student Response to Peer Ridicule About Good Grades

		Survey Responses			
		Feel Bothered When Teased		Feel Peers Try to Show Off	
Reading Level		mean	SD	mean	SD
lowest	1	2.15	.85	2.74	.88
	2	2.05	.93	2.76	.96
	3	2.09	.99	2.66	.98
highest	4	2.29	1.12	2.64	1.05
ALL STUDENTS		2.09	.95	2.72	.96
Language Level					
lowest	1	2.18	.89	2.84	.98
	2	2.09	.92	2.75	.93
	3	2.09	.99	2.65	.98
highest	4	2.13	1.05	2.72	.98
ALL STUDENTS		2.09	.96	2.72	.96
Math Level					
lowest	1	2.24	.90	2.76	.90
	2	2.04	.90	2.76	.96
	3	2.08	.97	2.67	.95
highest	4	2.25	1.07	2.75	1.00
ALL STUDENTS		2.10	.95	2.72	.95

Note: Survey responses range from 1-"completely false" to 4-"completely true"

TABLE 5A

Student Ratings and Level of Participation in Values/Character Education Programs and Activities

Program	Participant Ratings: Good	Fair	Poor	Did Not Participate
	percent (number of students)			
ASTEP	2.7 (52)	2.8 (54)	.9 (18)	93.6 (1819)
Best Friends Club	8.9 (173)	4.0 (77)	1.1 (22)	86.0 (1667)
Concerned Black Men	5.0 (96)	3.7 (71)	1.7 (33)	89.7 (1736)
Conflict Resolution	3.1 (59)	2.6 (50)	1.3 (26)	93.0 (1795)
Crime Stoppers*	14.5 (281)	6.5 (125)	2.3 (44)	76.7 (1483)
Dress Code*	13.0 (401)	10.7 (208)	9.2 (179)	67.1 (1302)
Drill Team	11.6 (225)	5.1 (98)	1.8 (35)	81.5 (1575)
Dynamics of Relationships	6.3 (122)	3.7 (71)	1.3 (26)	88.7 (1713)
Early Intervention	4.8 (92)	3.3 (63)	1.6 (30)	90.4 (1741)
Citizenship	12.0 (231)	4.6 (88)	1.3 (25)	82.1 (1574)
Extended Day*	15.1 (292)	7.3 (141)	2.1 (40)	75.5 (1455)
Family Life	8.2 (157)	3.7 (72)	1.2 (24)	86.9 (1673)
Junior Citizens	3.1 (59)	3.0 (57)	1.4 (26)	92.6 (1779)

(cont'd)

Table 5a.
(continued)

Program	Participant Ratings: Good	Fair	Poor	Did Not Participate
	percent (number of students)			
Health/Sexuality Issues*	17.2 (329)	7.2 (143)	1.6 (31)	73.8 (1415)
INSITE	2.1 (41)	2.5 (48)	1.7 (33)	93.6 (1792)
Just Say No*	35.4 (680)	8.3 (160)	1.6 (30)	54.8 (1053)
Ladies Club	5.6 (108)	2.5 (48)	1.8 (35)	90.1 (1730)
Multicultural	4.3 (82)	5.4 (103)	1.6 (31)	88.8 (1706)
Officer Friendly*	37.0 (711)	11.1 (213)	2.1 (41)	49.8 (956)
OSAY	9.0 (173)	4.3 (83)	1.8 (34)	84.9 (1625)
Preventive Educ.	4.8 (93)	3.4 (66)	1.9 (36)	89.8 (1725)
Street Law	6.7 (128)	2.9 (55)	1.2 (23)	89.2 (1708)
Teen, Crime & Community	8.6 (165)	5.1 (98)	1.7 (33)	84.5 (1618)
Volunteer Services*	15.5 (295)	6.1 (117)	1.6 (30)	76.8 (1463)
Young Men Club	3.2 (60)	2.5 (48)	1.5 (29)	92.8 (1759)
Youth Awareness*	16.7 (309)	6.2 (115)	1.6 (29)	75.5 (1399)

* programs and activities serving more than 20% of all students.

TABLE 5B

Characteristics of Values/Character Education Programs and Activities

	percent
Implementation	
extra-curricular	80.8
in-class	19.2
Method	
informational	53.8
role modeling	23.1
peer counseling	11.5
active engagemen	11.5
Primary Focus	
self-esteem/coping	53.8
achievement/career	19.2
morals/citizenship	19.2
self-discipline	7.7
School Level	
elementary	50.0
jr. high	15.4
sr. high	11.5
elemen - jr. high	7.7
jr. high - sr. high	7.7
all levels	7.7

Relationships Between Student Ratings of Values-Centered Programs/Activities and Student Values

Multiple Regression Analyses (test procedure) were used to examine relationships between student values and student ratings of individual programs and activities. As shown in Table 5c., the majority of programs (21 out of 26) are significantly and independently related to at least one of the student value components examined in this study, and nearly one-half of the programs (11 out of 26) are related to two or more value components. For example, the "Dress Code" program is rated higher by those students who feel the greatest general peer influence but also those students who feel less self-doubt. The program which appears to be related to the greatest number of value components is the "Extended Day" program. This program is rated higher by students with a higher value index overall, higher value for moral behaviors and consequences, lower value for money, and lower beliefs in general fate.

In addition, it is noted that certain programs have greater appeal to students who are higher on certain positive values, while other programs appeal more to students who are lower on certain positive values. For example, it is found that students who have greater feelings of self-worth tend to favor such programs as "Dynamics of Relationships", "Junior Citizens", and "Preventive Education Programs". On the other hand, students with less feelings of self-worth favor programs such as "Early Intervention". In all, however, only five (5) programs and activities are rated highly by students showing consistently "good" values formation on at least two value components (i.e., either higher positive values or lower negative values). These programs are Extended Day, Junior Citizens, Ladies Club, Multi-Cultural Programs and Youth Awareness Programs, and all are shown to be directly related to either higher moral values or less peer influence in students.

The effects of certain "types" of programs and activities on student values were also examined. Cluster Analyses were used to categorize all programs and activities into the three most prevalent types identified from program characteristics. The first type, identified as Type-1, primarily use the informative method, focus on achievement and career issues and is implemented across all school levels. Type-2 programs use a variety of methods such as informative, role-modeling and peer counseling, focus primarily on self-esteem and coping, and are implemented mostly at the elementary school level, but not exclusively. The third type, Type-3, primarily use the informative method, focuses on morals and citizenship and is implemented across all school levels. As shown in Table 5c., Type-2 programs and activities seem to be directly related to more positive values.

TABLE 5C

Relationships Between Program/Activity Ratings and Student Values (Multiple Regression Analyses)

Program (cluster-type)	Moral Educ	Moral Behav	Moral Conseq	Coop	Gen Peer	Acad Peer	Matri	Money	Gen Fate	Spirit Will	Cult Rigid	Race Pride	Family Ties	Self worth	Self Doubt	Self Ability	Total Index
ASTEP(1)			-.352					+.293							+.219		
Best Friend Club(2)																	
Citizenship(3)			+.331				+.318								-.244		
Concerned Black Men(2)																	
Conflict Resolution(2)																	
Crime Stoppers(3)	+.409													-.149			
Dress Code(2)					+.231										-.178		
Drill Team(2)					-.226									-.134			.196
Dynamics of Relationships(2)						+.260								+.388			
Early Intervention(1)			-.371	-.257										-.564			
Extended Day(1)^		+.265	+.264					-.277	-.239								+.195
Family Life(2)																	
Jr. Citizens(2)^	+.525				+.291	-.313								+.709			
Health/Sexuality Workshop(1)													+.341				
INSITE(2)							+.240								+.156		
Just Say No(2)													-.274				
Ladies Club(2)^	+.423		+.411			+.242									-.187		
Multi-Cultural(2)^					-.325										+.209		
Officer Friendly(3)							-.329								-.149		
OSAY(2)														+.159			
Preventive Education(3)														+.451			
Street Law(3)																	+.227
Teen, Crime & Consum(3)															+.201		
Volunteer Services(2)			-.262		+.408					+.246							
Young Men's Club(2)													-.521				
Youth Awareness(1)^					-.361									+.178			

^ Programs/activities rated highly by students with conceptually "good" value formation on at least two value components.

* p<.05
** p<.01
*** p<.001

Parental Views on Values Education

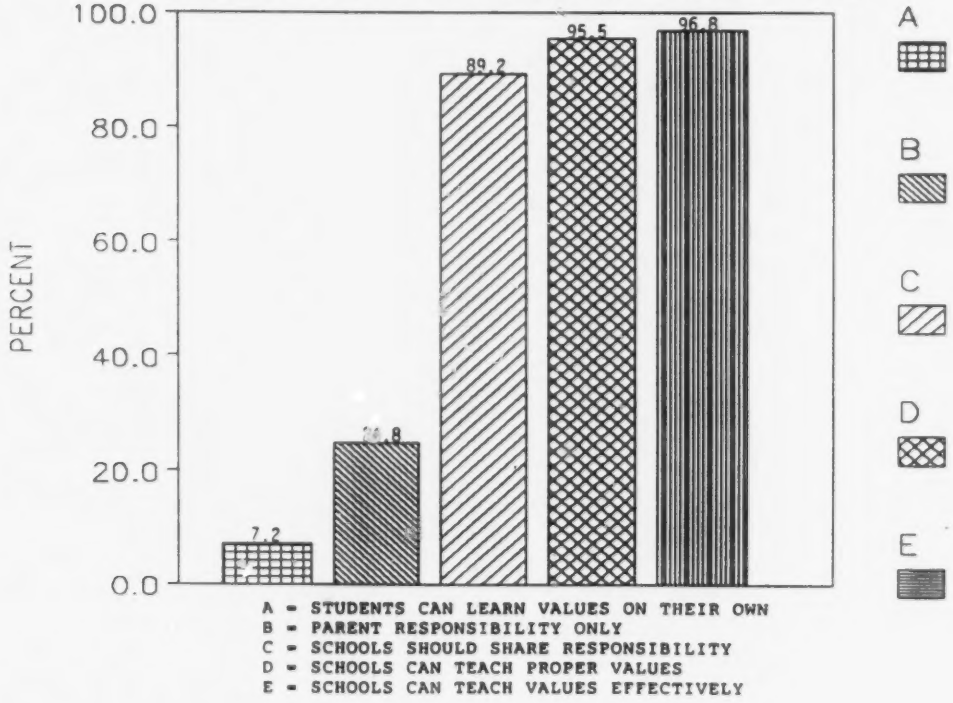
Two-hundred twenty-four (224) DCPS parents responded to the survey regarding their views on values education. Specifically, 87.5% of the respondents are parents of African-American students, 9.0% are parents of White students, 2.0% are parents of Hispanic students and 1.5% are parents of Asian students. Also, 52.9% are parents of female students. Thirty-nine percent (39.1%) of the parents have a child at the elementary school level, 39.1% have a child at the junior high level, and 21.8% of the parents have a child at the senior high level. Also one-fourth of the responding parents (26.2%) have a child participating in the free or reduced lunch program. The distribution of parents in this sample is similar to the overall distribution of DCPS parents with regard to economic status.

Parent Position on Teaching Values

As shown in Figure D-1, few parents (7.2%) feel children should learn values on their own. Further, less than one-fourth (24.8%) believe the teaching of values should be the sole responsibility of the parents or family. Instead, the majority

Figure D-1

Parental Views on Who Should Teach Values

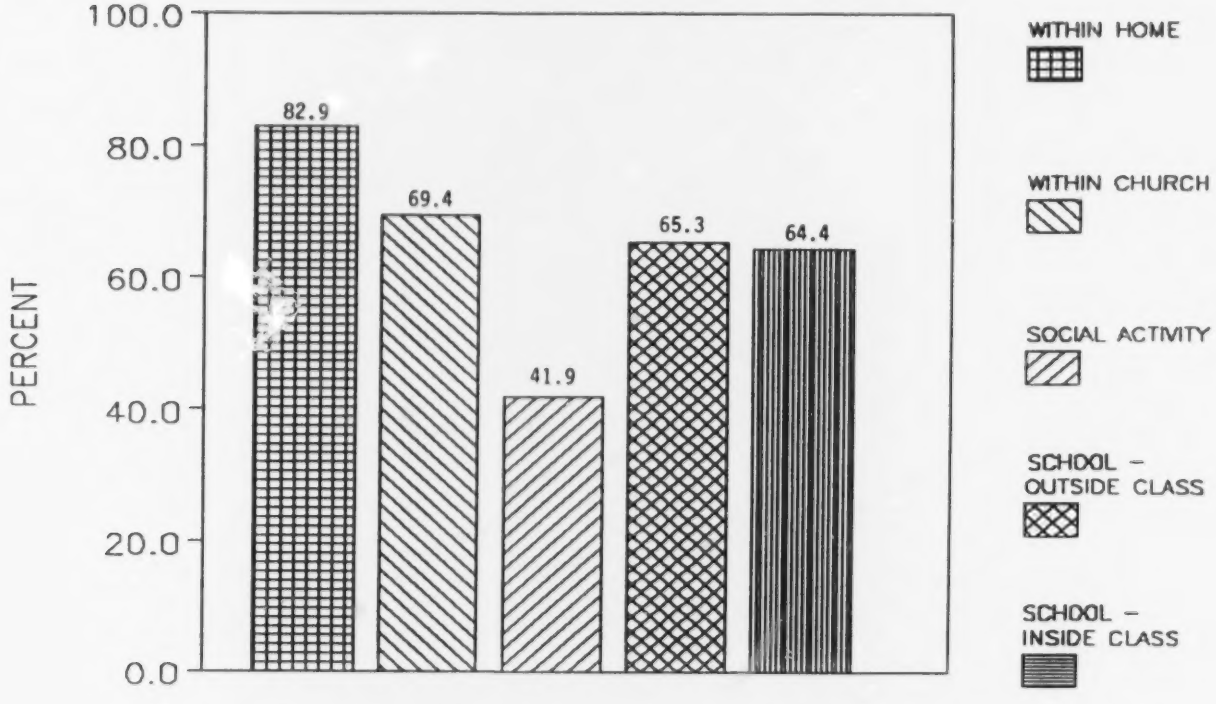


of parents (89.2%) believe the schools should take responsibility in helping them teach their child values. Relatedly, the majority of parents (95.5%) believe the school can effectively teach their child the proper values.

As shown in Figure D-2, the majority of parents (82.9%) feel that teaching values in the home is a good method, and more than two-thirds (69.4%) feel that it is good to teach values in the church or through other religious groups. However, less than one-half of the parents (41.9%) favor teaching values through friends and other social activities. In regard to teaching values in school, nearly two-thirds of the parents (65.3%) favor teaching values at school through activities outside of class, and similarly, nearly two-thirds (64.4%) also favor teaching values in the regular classroom.

Figure D-2

Parental Views on Where Values Should Be Taught

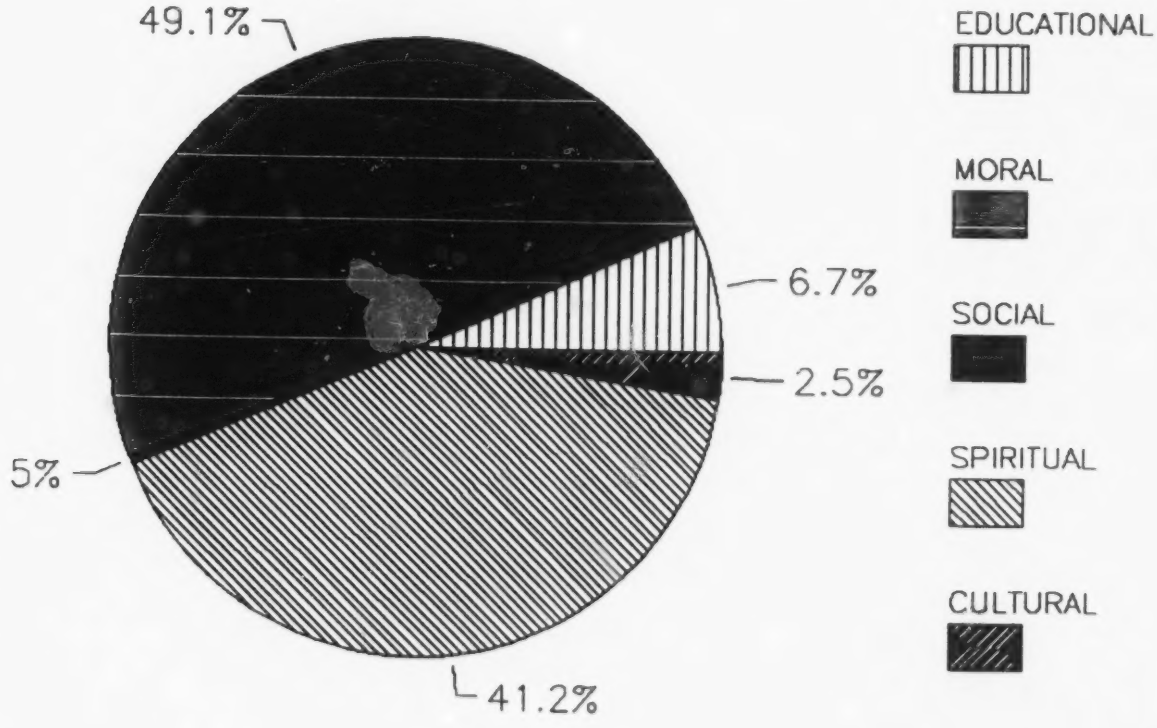


As shown in Figure D-3, nearly one-half of the parents (49.1%) rank morals as the most important value to learn, while 41.2% rank spiritual values as the most important. Parents feel that educational, cultural and social values are less important. Further, upon ranking the most important value "areas" which should be taught, 19.7% of the parents chose honesty/respect, 3.8% chose family/education, .5% chose race/culture, while 76.0% chose all of the above.

In regards to the specific content of values instruction, the majority of parents (88.8%) indicate the best way to teach values is to teach students to "choose only after thinking about the good and the bad of each choice". In addition, nearly two-thirds (63.2%) favor teaching students to "make their own choices", and two-thirds (63.2%) favor teaching students that it is "all-right to change their mind about their choices" (63.7%).

Figure D-3

Parental Views on Most Important Values



The majority of parents (80.6%) state they could benefit from parental seminars or workshops on "teaching children values". In addition, among those parents who provided additional comments on the survey, 16.3% indicate that the school needs parental input on values education, 12.7% indicate a religious emphasis should be made in values education, and 8.2% indicate that parents too need values clarification.

Differences Among Parental Views

Significantly more parents of male students, as well as more parents of higher economic status feel values should be taught through activities outside of class, chi square $(1,204)=3.90$, $p<.05$ and chi square $(1,204)=11.01$, $p<.01$, respectively. More parents of higher economic status, as well as more parents of senior high students feel stronger about teaching their child to "stand by their choice", chi square $(1,204)=7.30$, $p<.05$ and chi square $(1,213)=6.52$, $p<.05$, respectively. In addition, significantly more parents of higher economic status feel that values should be taught specifically in the home, chi square $(1,204)=7.38$, $p<.05$, and more parents of elementary and junior high students feel values should be taught in church, chi square $(1,213)=13.49$, $p<.01$. Finally, significantly more parents of female students rank teaching spiritual values higher than parents of male students, chi square $(1,188)=12.45$, $p<.01$.

Administrative Views on Values Education

Twenty (20) principals representing four (4) elementary schools, 13 junior high schools, and three (3) senior high schools responded to the survey regarding their view on values education.

Principal Views on Teaching Values

The findings reveal that the majority of principals (85.0%) feel values can be taught effectively in school, and relatedly, three-fourths (73.7%) feel teachers and staff at their school have the skills and knowledge to significantly influence the values held by the students. Regarding educational approaches, more than one-fourth (29.4%) favor integrating values in the regular school curriculum, 17.6% favor separate agendas or programs, while more than one-half (52.9%) favor a combination of curriculum integration and separate strategies as the most effective method for teaching values.

Slightly more than one-half of the principals (55.6%) feel

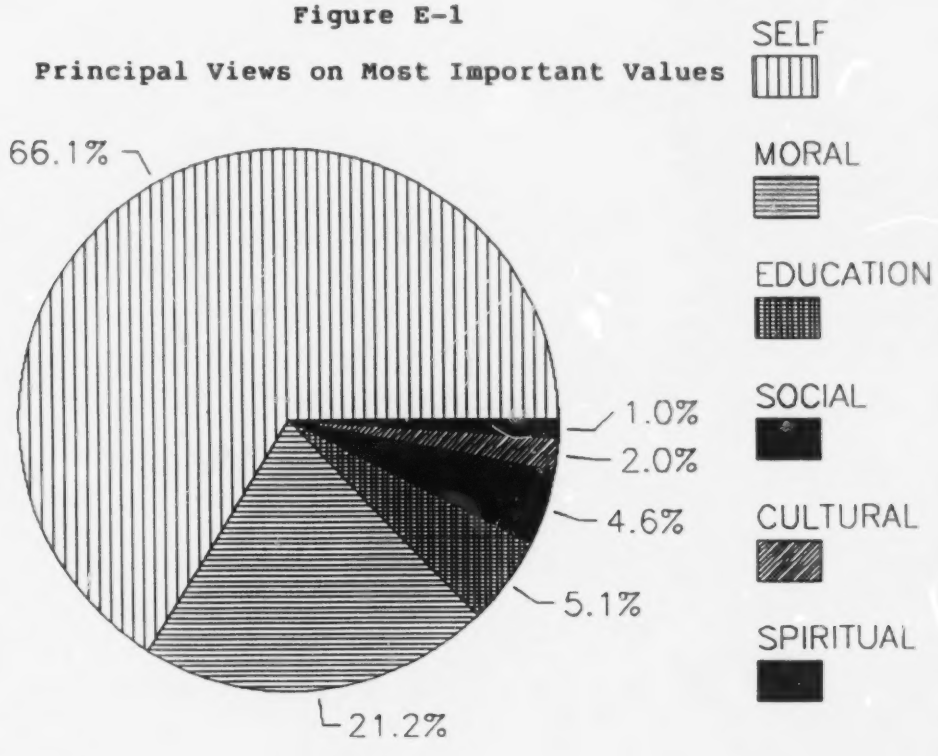
their students have developed a good set of values. Sixty percent (60.0%) of the principals feel their students are strong in moral values, 55.0% feel students have strong educational values, and 50.0% feel students have strong cultural values. However, three-fourths (78.9%) feel students are weak in social values, nearly two-thirds (63.2%) feel self values are weak and more than one-half of the principals (57.9%) feel students are weak in spiritual values.

Upon ranking those values they feel are most important for all students to learn, 66.1% of the principals rank self values first, followed by moral values (21.2%) (see Figure E-1). It should be noted that the ranking of values by the principals directly concurred with their responses regarding those values they believe are most emphasized in their school (other than educational); 80.0% emphasize self values more and 75.0% place a strong emphasis on moral values.

The majority of the principals (70.0%) feel that parents have a positive attitude about teaching values in school. However, among those principals providing additional comments on the survey, more than one-half (60.0%) feel they need more support from the school system.

Figure E-1

Principal Views on Most Important Values



Principals' Implementation of Values-Centered Activities

Most principals (60.0%) report their school has sponsored staff development activities on the teaching of values. In addition, the majority of principals (84.2%) report their school sponsors values-centered activities on a regular basis, with 56.3% stating a frequency of once or twice a month. The majority of the principals (85.0%) reportedly have invited specific guests to speak on values-centered topics "quite frequently", and the majority (95.0) reportedly have had PTA meetings at least once every advisory period with the average parent attendance ranging from 25% to 50%.

DISCUSSION OF FINDINGS

The Development of Values

The assumption is that the value system exists as a hierarchy of values, and after a new value is learned it becomes integrated into an organized system of values in which each value is ordered in priority with respect to other values (Rokeach, 1973). Researchers further argue that the value system is stable enough to allow for sameness and continuity of a unique personality, and yet unstable enough to permit change and rearrangement of value priorities as a result of changes in culture, society and personal experiences (Aronfreed, 1976). However, developmental psychologists who have studied the development of morals and prosocial behaviors have looked primarily to the childhood and adolescent years for evidence of developmental shifts (DePalma, 1974; Kohlberg and Gilligan, 1971), while social psychologists who have studied morals and values in adults (Rokeach, 1973) have not made links with developmental issues. This study, on the other hand, examines the development of values from childhood through adolescence and on into adulthood.

The findings of this study provide evidence of the hierarchial system and demonstrate the complexity of values formation and operation. One significant finding is that all primary value domains examined in this study, with the exception of educational values, are differentiated into individual components which appear to be developing and operating in a distinctive manner. Therefore, in order to clarify and reinforce values in our students, these individual components must be fostered as individual entities.

Much attention has been given to the formation of values and prosocial behaviors, particularly at the transition periods from childhood to adolescence and during adolescence. Such scholars

as Erikson (1963), Kohlberg (1963, 1975, 1981) and Piaget (1932/1965) provide theoretical positions regarding the systematic maturation of the value system. Although they differ in their views on the timing of the process, they all agree that the development of values is related to cognitive or intellectual development and must proceed through invariant sequences.

Erikson (1963) has suggested that in the years between age 11 and 13, a critical developmental transition takes place as the child turns from an essentially egocentric view of identity and separateness. There is a strong sense to be close, coupled with uncertainty about intimacy. The child seeks contact with parents and then violently rejects it as stifling his or her autonomy. Other studies show that this period is compounded further by the timing of the transition from elementary to junior high school (Simmons, et al., 1979). It is further suggested that the organization of the school has the greatest impact at the transition periods, particularly as a child moves from elementary school to middle or junior high school. A panel of experts convened through the Carnegie Council on Adolescent Development (CCAD) (1989), suggest that constant shifting creates formidable barriers to the formation of stable peer groups and close, supportive relationships with caring adults. They further suggest that as young adolescents move from elementary to middle or junior high school, their involvement with learning diminishes and their rate of alienation, drug abuse, absenteeism and dropping out of school begins to rise.

Along these lines, the findings of this study show that many positive values tend to decline in the higher grade levels. Also students tend to be low in their value ratings overall, but it is further found that the low index is not necessarily due to a lack of positive values but more so due to the excessive presence of negative values. For example, it is found that while students score high on self-worth, spiritual will and family ties, they also score high on materialism and peer influence. Moreover, this study finds that while the majority of values tend to be related in expected ways, whereby most positive values are positively related to each other and inversely related to negative values, peer influence and materialism involve conflicting relationships. It is found that students with a high value for education and moral consequences also have a high value for materialism, and students with high value for moral behaviors and strong beliefs in their spiritual will are also highly susceptible to peer influences. These findings reflect the nature of conflicts in the values system of students and suggest the critical need for values clarification.

Similar to students, the primary value domains examined in DCPS staff also reveal several distinct components which operate in discernable ways. However, fewer separate components are

revealed for staff than for students. For example, while students distinguish between moral behaviors and moral consequences, as well as between the value of material possessions and money, the staff does not. Such findings offer evidence that value components potentially converge as age level increases. However, unlike students, the staff show no significant conflicts between their values, whereby all positive value components examined are found to correlate positively with each other and inversely with all negative values. Researchers suggest that fewer conflicts are noted among adult values because value expectations for adults represents a substantial shift from the self-oriented behaviors and concerns that are tolerated, and even encouraged in the adolescent by the culture, including pursuing independence, pleasure and exciting experiences (Erikson, 1963, 1968).

Self-Esteem and Self Components

As defined by researchers in the field, such as Coopersmith (1967) and Rosenberg (1979), self-esteem is a personal judgement of worthiness that is expressed in the attitudes the individual holds toward himself. The focus is on "self", whether it is seen globally or with regard to specific abilities. The multidimensional structure of self-esteem is evident by research that has continually shown global self-concept and self-concept of ability (e.g. academic self-concept) to be separate (Madhere, 1990; Marsh, Smith and Barnes, 1985). The findings of this study are consistent with this literature. Factor analyses of the self-esteem items in the survey reveal that students clearly delineate the self-concept of ability from their general self-concept. This holds true for DCPS adult staff as well.

The findings from this study also support the literature which points out inconsistencies in the relationship between self-concept and achievement. Researchers have established that while self-esteem is related to school performance both cross-sectionally and over time (Gold and Mann, 1984; Wylie, 1979), the academic self-concept in particular is found to be more highly correlated with achievement and grades than other aspects of self-esteem (Burns, 1982; Byrne, 1984; Coopersmith, 1967). This study shows that while the level of self-worth is related to both reading and language achievement on standardized test, such relationships tend to be mediated by other value domains. For example, a student's self-esteem is found to be related to his or her reading achievement only to the extent that education is valued by the student. Along these lines, data consistently supports the premise that referent-specific self-esteem is realized only when the referent is valued by the individual (Coopersmith, 1981; Harter, 198). Rosenberg (1979) asserts that "one cannot appreciate the significance of a specific self-concept component for global self-esteem if one fails to

recognize the importance or centrality of that component to the individual" (p. 73).

Other researchers concur that the relationship of self-concept with academic achievement is mediated by other, yet undiscovered, variables (Byrne, 1984; Pottebum, Keith and Ehly, 1986). Here, too, it is suggested that the valuing aspect of identification with school may be one important factor. As the youngster progresses through school and autonomy increases, participation and success may be experienced in an increasing variety of ways both within and outside of the classroom. These experiences promote youngsters sense of identification with school and still further participation (Finn, 1989). In other studies, an examination of African-American adolescents and their academic achievement show no significant relationship between general self-concept and academic self-concept, while showing a significant relationship between the self-concept of academic ability and academic achievement (Mboya, 1986). It is concluded, as well, that the value of education plays a mediating role in determining the impact of academic achievement on the self-esteem and vice versa.

Researchers have also found that self-esteem tends to increase from grade 6 through grade 10, including across the year of high school transition (Abramowitz, Petersen, 1984; Peterson, Schulenberg, Abramowitz, Offer and Jarcho, 1984; Simmons, Blyth, Van Cleave and Bush, 1979). However, when different aspects of self-esteem were examined in another recent study of DCPS students, Madhere (1990) found that different dimensions of the self-esteem in preadolescents do not follow a linear pattern, and only the social self-esteem continues to increase as the child gets older. Madhere particularly emphasizes the drop in all aspects of the self-esteem examined during grade seven (7), particularly among boys. While the students in this study, overall, are found to have high feelings of self-worth and self-concept of ability, examination by grade level show patterns consistent with Madhere's study of the self-esteem. The level of self-worth shows a decline beginning at grade four (4) with the lowest level occurring at grade seven (7). However, beginning in grade 10 the level of self-worth increases steadily. According to Erikson (1963), adolescents experience a decline in self-worth because they are now reevaluating themselves and their goals as they search for a stable identity. It is argued that although teens can hold multiple perspectives, only their own and that of the group is right at this point.

The Rosenberg Inventory of Self-Esteem used in this study was selected due to its extensive use with African-American adolescents. It was the intent of this study, first to draw comparisons between findings with DCPS students and other adolescents assessed using the Rosenberg and other inventories,

and second, to help identify possible misconceptions which are overlooked, intentionally or unintentionally, when African-American children are assessed on self-esteem by way of such instruments. More and more researchers are beginning to scrutinize the validity of self-esteem assessments, particularly when used with African-American children. For example, Nottelman (1989) criticizes Rosenberg for maximizing reports of negative self-feelings. The negative phrasing of items tap into important, but potentially short-lived, negative feelings related to social and pubertal changes. More positive phrasing may elicit information about how children see themselves generally. This could account for the moderate level of self-doubt shown by students in this study.

In any case however, the findings of this study tend to betray the notion that African-American adolescents, and DCPS students in particular, are generally low in their self-esteem. These findings further support the notion that self-esteem encompasses distinct components which are affected differently by different experiences and other values.

Moral Development

Apart from self-esteem, the most widely discussed value is morals. Moral development can be described as a progression in one's cognitive reasoning and the rationale underlying choices and judgements (Kaplan, 1983). Kohlberg (1963, 1969, 1981) states that young children are typically preconventional where moral judgements are based on the consequences of an act rather than the relationship of that act to society's rules and customs. Others, such as Likona (1976), assert that many young children may be capable of basing judgements on intentions but often fail to do so because they haven't learned to value intentions as a relevant dimension in judging wrongdoing. Kohlberg further states that adolescents are typically at the conventional level where moral judgements are based on a desire to maintain good interpersonal relations or to comply with formal laws and customs. Finally, Kohlberg argues that older adolescents and adults attain the postconventional level where moral judgements are based on social contracts and democratic law or on universal principals of ethics and justice.

Although Kohlberg (1969) has argued that his stages represent an invariant developmental sequence, he states that only a small minority of any group will actually reach the postconventional level. In fact, Kohlberg suggests that the dominant level of moral reasoning among adults from virtually all societies is conventional morality, and fixation (or arrested development) may occur at any stage if the individual is not exposed to persons or situations that force a reevaluation of current moral concepts. Thus, while young children seem

incapable of reasoning at the highest level, progress at the postconventional level is not inevitable, and experience influences how one advances (Thomas, 1985).

In this study, while students score well above the mid-point on moral values, it is found that they differentiate between the value of moral behaviors and moral consequences. However, such distinctions are not apparent in adult staff participants. These findings support Kohlberg's (1969) assertion that young children and early adolescents tend to rely heavily on the consequences of a behavior in making moral judgements, as distinct from the intent of the behavior or the social rules of conformity governing that behavior. Thus, at this age level, morality is primarily external and conformity is based on the avoidance of punishment or the obtaining of personal rewards. In order for morality to progress to a more abstract level, the child must be able to reason abstractly. Yet, this alone does not guarantee moral growth; both cognitive development and relevant social experiences are necessary. In this regard, Bandura (1977) argues that moral responses are acquired, in large part, through observational learning.

Observational learning is found to be a key element in the moral development of DCPS students. The value of moral consequences in these students seem particularly related to staff morals. This relationship appears to be of sufficient magnitude and direction to suggest that pervasive attitudes among school staff impact upon moral values in students in the absence of any formal or rigorous efforts. Also, teacher emphasis on the value of education and the value of self tends to significantly influence morals in students more than any other classroom practice examined here. This further reflects the extent to which moral values are influenced through indirect strategies.

Peer Influence

Research covering emotional autonomy, resistance to peer pressure and the sense of self-reliance in early adolescence has found that autonomy from parents is negatively associated with feelings of self-reliance (i.e., as autonomy from parents increases, feelings of self-reliance decreases) (Steinberg and Silverberg, 1986). Therefore, the transitioning from childhood to adolescence shows a trading of dependency from parents to peers.

The main thrust of peer influence is conformity. Conformity is influenced by the trust an individual has for a group; the more confidence there is in the group, the more shaken his own belief will be and the more conformity there is (Freedman, Sears and Carlsmith, 1981). In addition, the fear of being deviant (Schachter, 1951), and group unanimity is also shown to influence

conformity (Asch, 1951; Morris and Miller, 1975). A series of experiments by Asch (1951) have demonstrated that conformity increases as the size of the unanimous majority increases, at least up to a point.

Peer influence, in this study, is delineated by students into general (social) peer influence and academic peer influence. Such distinctions are not apparent among adult staff in the study (i.e., peer interactions are not differentiated by social and work settings), suggesting that with age, less distinctions are made between peers in different situations. This study also reveals that younger students are more susceptible to general peer influence, while older students are more susceptible to academic peer influence. It is further found that students showing high value for moral behaviors and strong beliefs in spiritual will (self-determination) are still highly susceptible to the influence of peers. The findings here demonstrate the different types of conformity found in students at various stages of adolescence, as well as the strength of conformity among students in spite of other values they may consciously behold.

However, other studies have found no evidence that African-American children tend to be more conforming than White children despite the common hypothesis that racial prejudice forces African-Americans to be more submissive than Whites (Schneider, 1970). Yet, there is strong evidence that African-Americans tend to be highly conforming under cultural circumstances. An example of such, which has been studied and shown to impact on DCPS students (Fordham and Ogbu, 1986), is the notion that excelling academically is "acting White" and, therefore, African-American culture and fictive kinships are being rejected.

Fictive kinship refers to a kinship like relationship between persons not related by blood or marriage, and exists among African-Americans (Shimkin, Shimkin and Frate, 1978). More so, fictive kin describes a particular mind set, whereby "Blackness" is more than skin-color and denotes moral judgement the group makes on its members (Brain, 1972). Since fictive kin symbolizes an African-American sense of peoplehood in opposition to White American social identity, Fordham and Ogbu (1986) suggest that it is closely tied to their various boundry-maintaining behaviors and attitudes towards Whites; African-Americans have a tendency to negatively sanction attitudes and behaviors they consider to be at variance with their group identity symbols and criteria for membership. Among the attitudes and behaviors Fordham and Ogbu found to be identified as "acting White" are getting good grades in school, being on time, and studying, along with other social activities. Thus, African-American academic efforts are hampered by both external factors and within-group factors.

In response to such social ridicule for academic achievement, Fordham and Ogbu found that many high-achievers do not identify with the fictive kinship system, while others deliberately adopt sex-specific categories to camouflage their academic pursuits and achievements (i.e., sports and clowning around). However, the findings of this study show little evidence that high-achieving students are more adversely affected by peer ridicule than other students who, at times, also receive good grades. Other ongoing research by Maryshow and Boykin (cited in Boykin, 1990) further show that Black students, when given a choice, aspire to be high achievers academically in spite of Fordham and Ogbu's assertion that such behaviors are perceived to be disloyal to one's cultural identity.

In any case, this issue is particularly important because academic peer influence is found in this study to be the only negative values which increases with grade level. Yet studies have shown that making a person feel more knowledgeable about some subjects reduces conformity (Croner and Willis, 1960; Snyder, Mischel and Lott, 1960), and individuals such as Carl T. Rowan and other corporate and media representatives are making efforts to appeal the notion of "acting White" by rewarding academic excellence through highly visible praise and financial incentives for post-secondary education.

Cultural Pride

This study finds racial/ethnic pride to be one of the highest values among DCPS students. Although racial identity attitudes may be predictive of African-American value orientations (e.g., Afro-centric), the value orientations of African-Americans are variable and complex as well. To emphasize the complexity of the African-American experience and academic achievement, Boykin (1983) asserts there are three domains of socio-cultural negotiations: the mainstream, the minority and the African-American cultural. Consequently, African-Americans experience a "triple burden" when trying to integrate three divergent psychological realities at once. In this regard, other scholars have argued that this complexity in the academic arena induces ambivalence to academic effort and success such as rejecting behaviors which fall into a White cultural frame (e.g., academic achievement) (Fordham and Ogbu, 1986).

Researchers have found that ethnic pride, sensitivity to cross-ethnic peers and being similar to one's group in social expectations is associated with less behavior problems, higher self-esteem, and social competence (Rotheram, 1987). Such relationships are also established in this study, whereby students with strong racial/ethnic pride also have higher self-esteem, higher value for cooperation, and a stronger belief in spiritual will. Moreover, they have lower value for money and

less cultural rigidity (intolerance for practices not customary in one's home). It is found also that DCPS students with higher levels of cultural rigidity have lower racial pride and are highly susceptible to general peer influence. They also tend to have less value for cooperative behaviors. This study finds further that teacher emphasis on cultural values tend to have the most influence on reducing the level of cultural rigidity in students, and in fact, is the only value component examined in this study which seems to be responsive to direct teacher emphasis.

Along these lines, the DCPS Commission on Values-Centered Goals has recommended that DCPS develop curricular and extra-curricular programs that are multi-cultural in approach to help avoid egocentric and judgmental attitudes toward people who are different from themselves (DCPS, 1988a). They particularly recommend courses in African-American history, and further contend that no values-centered program will have an appreciable effect on students unless the value of family, kinship and belonging are acted out consistently and convincingly.

Also, DCPS parent advocacy groups strongly urge the school system and parents to support the teaching of the African heritage in the school system. They call on parents to send letters and petitions, as well as donate books about African-American people for children to the school of their choice (Mohammed, 1988). It is anticipated that such a curriculum will impact upon students' sense of self-worth and further impact on their locus of control, which according to some scholars is critical to a child's motive to achieve.

Gender Differences

Few differences are found in this study between males and female student values. It is found that male students do tend to be significantly lower than females on their value for cooperation, while being higher on their value for money. Consistent with these findings are other studies which show that people more often assume that girls are more generous, friendly, and helpful while boys are selfish, unsympathetic and aggressive (Shigotomi, Hartman and Gelfand, 1981).

However, a recent review of the literature (Rushton, 1980) reveals that empirical data do not strongly support the notion that males are different in their values. When differences are found, such as in this study, the female is likely to be more helpful, but most studies find no differences in altruism. Numerous studies conducted in several cultures, however, do indicate that males are more aggressive than females, and these gender differences in aggressive behaviors are already detectable among groups of two to three years old (Hyde, 1984;

McCoby and Jacklin, 1980). Yet, apart from cooperative behaviors and aggression, a review of the literature concluded that very few of the stereotyped views about males and females are accurate.

Influencing Values in Students

Changing Attitudes

With regard to clarifying values, or more specifically changing attitudes in students, it is generally accepted that people do not like to admit being influenced by others. Research studies have shown that people naturally resist deliberate persuasion (Kiesler and Kiesler, 1964; Watts and Holt, 1979). According to Brehm's (1966) reactance theory, people turn stubborn when their freedom is threatened, and overt attempts to influence them may make them rebel. It is argued that some people may also resist out of laziness, and others do not want to give the appearance of being easy to influence. Freely choosing a position produces a greater feeling of commitment than being forced (Freedman and Steinbruner, 1984).

Research has also established that agreement increases with exposure up to a point and then falls off (Cacioppo and Petty, 1979). Moreover, high levels of repetition produces fewer favorable and more unfavorable thoughts, which is consistent with the notion that reactance sets in at some point (Brehm, 1966). Other studies have shown that fear arousal (Higbee, 1969; Dabbs and Leventhal, 1966; Evans, Rozelle, Lasater, Dembroski and Allen, 1970) and the content of the message (Freedman, 1981) may also change an attitude, but for it to persist, it must be consistent with the individual's longstanding values and those of his or her friends.

However, interesting work has been done demonstrating the effectiveness of modeling and labeling behavior for changing childrens' attitudes. An experiment by Toner and his associates found that children who were labeled as patient by the experimenter waited about twice as long before ending the game as their agemates who had been given an irrelevant label (Toner, Moore and Emmons, 1980). Follow-up work found that even 3 year olds became more patient after being labeled as such by an adult. Toner also found that 6-8 year olds who were persuaded to serve as models of moral restraint for other children became more likely than agemates who had not served as models to obey rules during later test of resistance to temptation (Toner, Moore and Ashley, 1978).

While such empirical studies have generally concentrated on younger children, the findings of this study show the overwhelming impact of adult modeling effects on adolescent value

formation, and would appear to be the most effective strategy for changing value attitudes as well as reinforcing existing values.

Modeling Values Through Informal Interactions

According to Bandura (1977), children learn by merely observing the behavior of a model, making notes and then by using these mental images to reproduce the model's behavior (observational learning). Further, it is argued that reinforcement is more effective when the source of reward comes from a high-prestige person (rather than if reinforcement comes from a person of low-prestige (Bochner and Insko, 1966). As shown in this study, non-formal and incidental interactions between school staff and students and indirect values-relevant lessons from teachers have a significant impact on student values and attitudes.

This study shows that while the staff tend to have a higher value index than students overall, they are similar to students in the majority of their individual value components, including negative values. Also, direct relationships are observed between student and staff values, whereby staff morals and peer influences are significantly related to student morals and peer influence. Further, staff beliefs regarding family ties and spiritual will (i.e., self-determination) are strongly related to self-esteem and other social values in students.

The findings of this study support the premise, as put forth by the Superintendent's Task Force on Values Education, that values education will be effective to the extent it is continuously modeled by school administrators, teachers, support staff, parents and significant other adults who impact on the lives of students (DCPS, 1989).

Classroom Strategies

In addition to the effects of informal interactions observed between school staff and students, classroom teachers serve as powerful models in the transmittal of values. Even preschool children are found to imitate and adopt social behaviors (i.e., cooperative and nuturance) of their primary teachers. Researchers suggest it is how teachers relate to their students more than what they say that made the difference (Anderson and Scott, 1978 and Segal, 1988). As demonstrated in this study, it is more so the practices or actions of teachers, rather than their attitudes or beliefs which appear related to student values. In fact, the only student value found in this study to be related to teacher attitude is self-esteem.

It is further suggested that teacher practices regarding student learning are also used for judgement by students in their value formation, and that good character development in students is unlikely to occur unless the school treats its academic program seriously. This means that teachers should assign significant homework, test students and evaluate them in other ways (appropriate to their age level), provide a sound curriculum, and view teaching and academic learning as important (Walberg and Wynne, 1989). Without such activities, students will likely see that their school time is not being spent in a purposeful fashion and that their teachers are not working academically very hard. These are observations of irresponsibility and if teachers do not provide appropriate academic activities and behaviors, students will still learn a lesson, but a bad one.

In this study, it is found that teachers are generally positive about teaching values in the school, but are less optimistic about the development of values in their students thus far. Teachers generally feel that moral and self values are the most important, and tend to emphasize both individual and group activities which encourage the development of individualism and cooperation among their students. It is further found in this study that cooperative behaviors and peer interactions are significantly related to mathematics achievement in students, just as other studies have also demonstrated the positive effects of cooperative learning (Johnson, Johnson, Tiffany and Zaidman, 1984; Slavin and Oickle, 1981; Widaman and Kagan, 1987). Such classroom strategies as these facilitate the link between values and achievement. Moreover, DCPS teachers tend to encourage peer resolution of student conflicts and therefore foster peer respect and independence from authority figures. Evidence of teachers across the country becoming involved in workshops and seminars on mediation and conflict resolution is seen more and more (Mundell, 1988).

Program Strategies

The findings of this study reveal that only eight (8) out of 26 programs and activities examined appear to have served a significant portion of the students in the school system. In addition, it is found that the majority of the programs and activities are concentrated at the elementary level. More than one-third of the programs and activities are rated fair to poor by students participating, but the level of satisfaction in the majority of programs and activities are found to be independently related to at least one value component in students (i.e., the more students are satisfied with the program or activity, the higher they score on a specific value component, whether it is a positive value or a negative value). While these findings are not conclusive with regard to program impact, they do suggest

that different kinds of students, based on the values they hold, tend to be more satisfied with certain types of programs.

However, in five (5) of the programs and activities student satisfaction is found to be related to the positive formation of values on two or more domains. This finding, to some extent, provides evidence of program consistency and effectiveness. These programs and activities focus primarily on self-esteem and coping, and employ both direct and indirect strategies (i.e., informational, role-modeling and peer counseling) to reinforce values in students. Taken all together, it appears that programs which incorporate a variety of focuses and strategies seem to have the greatest impact on influencing student values.

Another type of activity employing a variety of focuses and strategies, and which is increasingly gaining in popularity, is community service. Major recommendations of the Superintendent's Task Force on Values/Character Education are centered around mandatory community service (DCPS, 1989). Reports of community service programs having mandatory participation are appearing more and more. Most states including New York, Connecticut and New Jersey encourage community service programs in schools but leave it up to the individual school districts. In Maryland, each district is required to offer community service for credit, but is not required for graduation. A New York City high school requires 120 hours of community service for graduation; Detroit requires 200 hours for graduation and Atlanta requires 75 hours for graduation (Barden, 1988).

One community service program, the Early Adolescent Helper Program, initiated by the City University of New York and involving New York middle and junior high schools was adopted by Connecticut and Arizona school districts (CCAD, 1989). This program has been credited with helping children learn to listen, trust (for self and others), patience and reliability, as well as to accept responsibility and meet people who subsequently have become important to them. A key component of the program is weekly seminars conducted to train participants through hands-on experience designed to help participants build skills and prepare for their role in the community.

Values and Actions

While there is a great emphasis on influencing values and attitudes, it must also be recognized that changing values does not necessarily produce a change in behaviors or actions. For example, many researchers have found that the judgements of young children do not predict their actual behavior in situations where they are induced to violate moral norms (Nelson, Grinder and Biaggion, 1969; Toner and Potts, 1981). Experimental data presented by Kohlberg (1975) shows that only 15% of students

reasoning at the postconventional level (moral judgments based on consequence) actually cheated when given the opportunity, compared to 55% of the students at the conventional level (judgments based on the desire to maintain good interpersonal relations), and 70% of those at the preconventional level (judgments based on social contracts or principals of ethics and justice). Other studies, such as that of Gold and Mann (1984), have found that disruptive and delinquent adolescents attending alternative schools where students experienced an increased proportion of successful experiences and had a warm relationship with at least one adult, showed significant improvements in their in-school behaviors but not in out-of-school delinquent acts, reading levels or general self-esteem.

The Superintendent's Task Force on Values/Character Education asserts that values are demonstrated through the actions, procedures and attitudes of every individual within a pluralistic system such as the DCPS community (DCPS, 1989). The Task Force further charges that DCPS students will be expected to respond with higher self-esteem, self-discipline, family kinship and belonging attitudes, moral and intellectual maturity and showing responsibility to self and others. Thus, the values "delivery system" developed by the Task Force recognizes the importance of facilitating positive value actions as well as positive value attitudes.

Parental Perspectives on Values Education

It can be argued that parents are the most influential persons in a child's life, and the acquisition of values is a related factor. The findings of this study support this claim. To start, a large majority of parents surveyed assert that students should not learn values on their own. In addition, most parents feel that teaching values in the home by parents and other family members is the best method. This finding is consistent with the research of Jenssens and Gerris (1987) who report both two parent and one parent families emphasize the teaching of values in their child-rearing practices.

It should be noted, however, that the teaching of values at home does not automatically have positive connotations. By example, previous research by the DCPS Research and Evaluation Branch found from a study of school dropouts that students cited their parents, above themselves, as having the most influence in deciding their futures, but more than one-half (54.4%) had at least one parent who also dropped out of school (DCPS, 1988b). In addition, another study conducted by KOBA Associates, Inc. (1987) for the U.S. Department of Human Services reported some striking findings that are value-related. Specifically, KOBA found that among DCPS students who drink, parents were cited as

their first source of beer/wine and hard liquor above themselves, other family members, friends or peers.

This study, however, finds that parents believe the school should help teach their children values and that the school can effectively teach the proper values. In this regard, they support both the regular classroom and activities outside of the classroom as good methods for teaching values. Such confidence in the school is reinforced by the work of Martin and Quilling (1985) which examined the educational values, training needs and services desired by teachers at the preservice and inservice levels. Results revealed significant value scale scores in the areas of mind (educational needs), affection (teacher-attitude) and control (teacher-student relationships), suggesting that teachers are preparing to meet the challenge of values education. Relatedly, it is reported that through efforts to further their own children's education, many parents demonstrate positive attitudes toward education that will have implications for the whole community of children (Newman and Newman, 1987). Thus, positive parent attitudes are making it easier to implement values education in school.

This study further reveals that the majority of the parents rank moral values as being the most important for their child to learn. In this regard, they feel the best way to teach children values is to teach them to choose only after thinking about the good and the bad of each choice. It is found that parents have a global perspective on values education in that they feel teaching the value of honesty, truth, family, education and culture are all important rather than choosing one over the other. Indeed this finding is consistent with the views of several scholars who emphasize the importance of these areas. For example, Winsor (1987) emphasizes the need for academics to communicate honest and ethical values. Secondly, for family and education, Wolfe (1986) discusses the influence of settings (i.e., home and educational) upon children's socialization by asserting that the physical environment and the social structure it reflects determines the nature of information acquired during socialization. Finally, regarding cultural beliefs, Clarke (1985) discusses the importance of teaching cultural values in order to encourage students to rediscover and take pride in their heritage.

Spiritual values are also found in this study to be important to parents, and second only to moral values. Many parents favor teaching values in the church or other religious organizations. However, a study by the Department of Psychology at New York University (1985) revealed that public schools present a biased representation of religion. Thus, while parents rank spiritual values to be very important to learn, teaching religion or spirituality remains a very controversial issue in the public school system.

From a biographical perspective, this study reveals that parental attitudes towards values education differ according to their economic status, as well as the grade level and gender of their child. For example, significantly more parents of older students feel stronger about teaching their child "to stand by their choice (i.e., more responsible decision making), and more parents of younger students believe values should be taught in church. Such parental views are supported by Kohlberg's (1968) notion of postconventional level of moral development where older adolescents have acquired the ability to base their actions on their conscious. In essence, moral judgements change as children become increasingly skillful at evaluating the abstract and logical components of a moral dilemma. In contrast, parents of younger children report they are a buffer between their children and the rest of the community. In this regard, they present them with a rational value system that emphasizes various spiritual beliefs and religious values and attitudes (Jensen and Kingston, 1986). Hence, parents believe the church positively influences the moral and spiritual values of young children and early adolescents by teaching the importance of right and wrong. Since older adolescents have higher reasoning capabilities, it is speculated that the church may not be as successful with them.

Further, it is found that significantly more parents of higher income levels feel values should be taught through school activities outside rather than inside the classroom. This finding is consistent with research by Jenssens and Gerris (1987) in that parents with higher social status focus more on self-direction than conformity as a child-rearing value.

All things considered, with current issues surrounding the teaching of values, there is still some parental uncertainty about how to best prepare children to successfully meet the moral and social challenge they are likely to face. Conclusively, the majority of parents feel they could benefit from seminars and/or workshops on "teaching children values".

Administrative Perspectives on Values Education

Perhaps the most important issues which administrators are called upon for direction and guidance are: (1) the content and focus of values education; and (2) what to select as the appropriate instructional approaches for the reinforcement of positive values. The present study finds that school principals believe a combination of curriculum integration as well as separate strategies are both effective methods for clarifying and reinforcing values. Moreover, while principals feel their students are weakest in their self, social and spiritual values, they believe that self, moral and educational values are the most

important for all students to learn and are the most emphasized in their school. These beliefs are found to be consistent with four popular strategies for character development that include: (1) building self-esteem and a sense of community; (2) learning to cooperate with others; (3) moral reflection; and (4) participatory decision-making (Likona, 1988).

In all however, the majority of school principals appear to support values education, feel that it can be implemented effectively by their school, and feel that parents will support their efforts.

RECOMMENDATIONS

The findings of this study provide information relevant to the implementation of values education in DCPS and serve as the basis of the following recommendations. These recommendations reflect only significant findings of this study, and provide an impetus for focus and strategies which will enhance the Values/Character Education Delivery system model developed by the Superintendent's Task Force on Values/Character Education.

It is recommended that:

(1) Values education should be focused particularly towards reducing negative values (i.e., those values not associated with positive self-esteem such as excessive materialism, negative peer influence, cultural rigidity and self-doubt). While students are found to be moderately low on their overall value "index", this results more so from student emphases on negative values rather than from their lack of positive values. Therefore, while positive values should be encouraged and reinforced, a specific emphasis must be placed on reducing negative values.

(2) Values education is an ongoing process and should be infused throughout all school levels. Significant developmental differences were found between grade levels, suggesting that positive value formation is lost if not continually reinforced.

(3) Values education should take into account specific developmental differences which are apparent across grade levels. For example, it is found that younger students are highly susceptible to social peer influences, while older students are more susceptible to academic peer influences. It is further found that while self-esteem tends to show a net increase by the senior high school years, there is a gradual decline throughout the early school years, particularly at grade seven. Also, particular attention should be given to the decline in educational and moral

values as grade level increases. Of all values examined in this study, these two value components show the strongest relationship with grade level.

(4) Values education should be utilized to directly enhance academic achievement. While the development of a positive value system in students is expected to ultimately enhance academic performance through the establishment of priorities and increased motivation, the reinforcement of specific value components will have a direct impact as well. Cooperative behaviors, for example, are found to be highly related to mathematics achievement. Also, racial/ethnic pride and moral behaviors (i.e., fostering a belongingness and responsible attitude towards society) are found to be highly related to language achievement. Values education should utilize such direct links to academic achievement.

(5) The use of strategies such as modeling and peer counseling should be used consistently in the reinforcement of values. An important finding is that morals, peer influence and self-esteem in students are all found to be related to incidental staff and student relations, indirect classroom emphases, as well as participation in programs and activities using indirect strategies. These value components appear to be more responsive to less dictatorial strategies. However, there is also evidence that the direct strategy of informative discussions should be used to reinforce cultural values. For example, it is found that teacher emphasis on cultural values is directly related to lower levels of cultural rigidity in students.

(6) Attention should be given to the impact of staff values on the development of values in students. Students and staff are found to be similar on the majority of their values, and among staff the values found to have the strongest relationship with student values are moral, cultural and spiritual. It is therefore expected that values education will only be as effective as the environment in which is implemented, and specific attention must be given to staff values.

(7) Values education should be extended to DCPS parents as well as students and staff. Parents express a strong interest in attending school sponsored workshops and seminars, and such activities will be useful for easing expressed parental concerns regarding students' out-of-class activities and the school's ability to effectively implement values education outside of the home and church.

REFERENCES

Abramowitz, R.H., Petersen, A.C. and Schulenberg, J.F. (1984) Changes in self-image during early adolescence. New Directions for Mental Health Services, 22, 19-28.

Achenbach, T. (1978) Research in developmental psychology. New York: Free Press.

Anderson, L.W. and Scott, C.C. (1978) The relationship among teaching methods, student characteristics and student involvement in learning. Journal of Teaching Education, 29(3), 52-57.

Anderson, T. (1988, November 23) Schools plant seeds to cultivate kids with character. USA Today, p. 6D.

Aronfreed, J. (1976) Moral development from the standpoint of general psychological theory. In, T. Likona (Ed.), Moral development and behavior. New York: Holt.

Asch, S.E. (1951) Effects of group pressure upon the modification and distortion of judgements. In, H. Guetzkow (Ed.), Groups, leadership and men. Pittsburg, Pa: Carnegie Press.

Bandura, A. (1977) Social learning theory. Englewood Cliffs, N.J.: Prentice-Hall.

Barden, J.C. (1988, November 23) Schools add service to their curriculum. The New York Times.

Benninga, J.S. (1988) An emerging synthesis in moral education. Phi Delta Kappan, February, 415-418.

Bereiter, C. (1973) Must we educate? Englewood Cliffs, N.J.: Prentice-Hall.

Bochner, S. and Insko, C.A. (1966) Communicator discrepancy, source credibility and opinion change. Journal of Personality and Social Psychology, 4, 614-21.

Boykin, A. W. (1983) The academic performance of Afro-American children. In, J.T. Spence (Ed.), Achievement and achievement motive: Psychological and sociological approaches. San Francisco, Ca: Freeman Publishing.

Boykin, A.W. (1990, April) Educational implications of cultural discontinuity. Paper presented at the Annual District of Columbia Teachers' Convention, Washington, D.C.

Brain, J.J. (1972) Kinship terms. Man, 7(1), 137-138.

Brehm, J.W. (1966) A theory of psychological reactance. New York: Academic Press.

Burns, R. (1982) Self-concept development and education. London: Holt, Rinehart and Winston.

Byrne, B.M. (1984) The general/academic self-concept nomological network: A review of Construct validation research. Review of Educational Research, 54, 427-456.

Cacioppo, J.T. and Petty, R.E. (1979) Effects of message repetition and position on cognitive response, recall and persuasion. Journal of Personality and Social Psychology, 37, 97-109.

Carnegie Council on Adolescent Development (CCAD) (1989) Turning points: Preparing American Youth for the 21st Century. New York: Carnegie Corp.

Chronbach, L.J. (1951) Coefficient alpha and the internal structure of tests. Psychometrika, 16, 297-334.

Clark, J.H. (1985) Education for a new reality in the African world. Keynote address presented at the Annual Meeting of the National Alliance of Black Educators, New York, New York.

Coopersmith, S. (1967) The antecedent of self-esteem. San Francisco, Ca: Freeman.

Croner, M.D. and Willis, R.H. (1961) Perceived differences in task competence and symmetry of dyadic influences. Journal of Abnormal and Social Psychology, 62, 705-8.

Dabbs, J.M. and Leventhal, L.H. (1966) Effects of varying the recommendations in fear-arousing communication. Journal of Personality and Social Psychology, 4, 525-31.

DePalma, D.J. (1974) Effects of social class, moral orientation and severity of punishment on boys' moral responses transgression and generosity. Developmental Psychology, 10(6), 890-900.

District of Columbia Public Schools (1988a) Commission on values-centered goals for the District of Columbia public schools. Washington, D.C.: D.C. Board of Education.

District of Columbia Public Schools (1988b) A study of students who left: D.C. public school dropouts. Washington, D.C.: DCPS Division of Quality Assurance and Management Planning (Tuck, K.D.).

District of Columbia Public Schools (1989) Towards a values-centered community. Washington, D.C.: D.C. Board of Education.

Erikson, E.H. (1963) Childhood and society. (2nd edition) New York: Norton.

Erikson, E.H. (1968) Identity: Youth and Crisis. New York: Norton.

Evans, R.I., Rozelle, R.M., Lasater, T.M., Dembroski, T.M., and Allen, B.P. (1970) Fear arousal, persuasion, and actual verses implied behavioral change: New perspective utilizing a real-life dental hygiene program. Journal of Personality and Social Psychology, 16, 220-27.

Finn, J.D. (1989) Withdrawing from school. Review of Educational Research, 59(2), 117-142.

Fordham, S. and Ogbu, J.U. (1986) Black students' school success: Coping with the burden of "acting white". The Urban Review, 18(3).

Freedman, J.L., Sears, D.O. and Carlsmith, J.M. (1981) Social psychology (4th edition). Englewood Cliffs, N.J.: Prentice-Hall.

Freedman, J.L. and Steinbruner, J.D. (1984) Perceived choice and resistance to persuasion. Journal of Abnormal Psychology, 68, 678.

Gallup, G.H. (1975) The seventh annual gallup pole of public attitudes towards the public schools. Phi Delta Kappan, 57, 227-41.

Gallup, G.H. (1980) The twelfth annual gallup poll of public attitudes toward public schools. Phi Delta Kappan, 62, 39.

Gold, M. and Mann, D.W. (1984) Expelled to a friendlier place: A Study of effective alternative schools. Ann Arbor: University of Michigan Press.

Harter, S. (1982) The perceived competence scale for children. Children, 53, 87-97.

Hartshorne, H. and May, M.S. (1928) Studies in the nature of character: Vol. I. New York: MacMillian

Hartshorne, H; May, M.S; and Shuttleworth, F.K. (1930). Studies in the origin of character. New York: MacMillan

Hays, W.L. (1973) Statistics for the Social Sciences. (2nd Ed.) New York: Holt, Rhinehart and Winston, Inc.

Higbee, K.L. (1969) Fifteen years of fear arousal: Research on threat appeals, 1953-1968. Psychological Bulletin, 72, 426-44.

Hyde, J.S. (1984) How large are gender differences in aggression? A developmental meta-analysis. Developmental Psychology, 20, 722-736.

Jensen, L. and Kingston, M. (1986) Parenting. New York: Holt, Rhinehart and Winston.

Jenssens, J. and Gerris J. (1987, April) Towards and empirical model of parental discipline reactions, family climate , child-rearing values and social class. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, Maryland.

Johnson, D.W., Johnson, R.T., Tiffany, M., and Zaidman, B. (1984) Cross-ethnic relationships: The impact of intergroup cooperation and intergroup competition. Journal of Educational Research, 78(2), 75-79.

Juhasz, A.M. (1982) Youth, identity and values: Erikson's Historical Perspective. Adolescence, 17(66), 443-449.

Kaplan, M.F. (1983) Effect of training on reasoning in moral choice. Paper presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, Illinois.

Kiesler, C.A. and Kiesler, S.B. (1964) Role of forewarning in persuasive communications. Journal of Abnormal and Social Psychology, 68, 547-49.

KOBA (1988) Research and evaluation services for the D.C. school-based substance abuse prevention and intervention initiative. U.S. Department of Human Services Contract No. JA/86470. Washington, D.C.: KOBA Associates.

Kohlberg, L. (1963) The development of children's orientation towards a moral order: I. Sequence in the development of moral thought. Vita Humana, 6, 11-33.

Kohlberg, L. (1969) Stage and sequence: The cognitive-developmental approach to socialization. In, D.A. Goslin (Ed.), Handbook of socialization theory and research. Chicago: Rand McNally.

Kohlberg, L. (1975) The cognitive-developmental approach to moral education. Phi Delta Kappan, June, 670-677.

Kohlberg, L. (1981) Essays on moral development (Vol. 1). New York: Harper and Row

Kohlberg, L. and Gilligan, C. (1971) The adolescent as a philosopher: The discovery of the self in a postconventional world. Daedalus, 100, 1051-1086.

Likona, T. (1976) Research on Piaget's theory of moral development. In, T.Likona (Ed.), Moral development and behavior. New York: Holt, Rinehart and Woodson.

Likona, T. (1988) Four strategies for fostering character development in children. Phi Delta Kappan, February, 419-423.

Madhere, S. (in press) Self-esteem of pre-adolescents: Theoretical and practical considerations. Journal of Negro Education.

Marsh, H.W., Smith, I.D., Barnes, J. (1985) Multidimensional self-concept. Journal of Educational Psychology, 77, 581-596.

Martin, B. and Quilling, J. (1985) Status and needs of home economics wage-earning instructors (Final Report). Missouri University, Columbia Department of Vocational-Technical Education.

Mathews, J. (1984, November 21) Teaching values in U.S. schools. The Washington Post.

Mboya, M.M. (1986) Black adolescents: A descriptive study of self-concepts and academic achievement. Adolescence, 21(83), 689-696.

McCoby, E. and Jacklin, C. (1980) The psychology of sex differences. Stanford, Ca: Stanford University Press.

Mills, R.K. (1987) Traditional morality , moral reasoning and moral education of adolescents. Adolescence, 22, 371-375.

Mohammed, V. (1980, April 2) Feeling shame of our heritage. The Washington Afro-American.

Morris, W.N. and Miller, R.S. (1975) The effects of consensus-breaking and consensus-preempting partners on reduction in conformity. Journal of Experimental Social Psychology, 11, 215-23.

Mundell, S. (1988, November 18) Peaceable classrooms. The Christian Science Monitor, p. 21.

Nelson, E.A., Grinder, R.E. and Biaggion, A.M.B. (1969) Relationship between behavioral, cognitive-developmental and self-report measures of morality and personality. Multivariate Behavioral Research, 4, 483-500.

Newman, B. and Newman, P. (1987) Development through life: A Psychosocial Approach (4th edition). Chicago, Il: The Dorsey Press.

New York University (1985) Religion and traditional values in public school text books: An empirical study. New York: New York University, Department of Psychology.

Nottleman, E.D. (1989) Competence and self-esteem during transition from childhood to adolescence. Developmental Psychology, 23(3), 441-450.

Peterson, A.C., Schulenberg, J.E, Abramowitz, R.H., Offer, D. and Jarcho, H.D. (1984). A self-image questionnaire for young adolescents (SUQUA): Reliability and validity studies. Journal of Youth and Adolescence, 13, 93-111.

Piaget, S. (1932/1965) The moral judgement of the child. New York: Free Press (original work published in 1932).

Pottebaum, S.M., Keith, T.Z. and Ehly, S.W. (1986) Is there a causal relationship between self-concept and academic achievement? Journal of Educational Research, 79(3), 140-144.

Rokeach, M. (1973) The nature of human values. New York: Free Press.

Rosenberg, M. J. (1979) Conceiving the self. New York: Basic Books.

Rotherman, M.J. (1987, April) Development of ethnic identity in Adolescence. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, Maryland.

Rushton, J.P. (1980) Altruism, socialization and society. Englewoood Cliffs, N.J.: Prentice-Hall

Schachter, S. (1951) Deviation, rejection and communication. Journal of Abnormal and Social Psychology, 46, 190-208.

Schneider, F.W. (1970) Conforming behavior of black and white children. Journal of Personality and social Psychology, 16, 466-71.

Segal, J. (1988) Teachers have enormous power in affecting child's esteem. The Brown University Child Development and Behavior Newsletter, 4(10), 1.

Shigetomi, C.C., Hartman, D.P. and Gelfand, D.M. (1981) Sex differences in childrens altruistic behavior and reputation for helpfulness. Developmental Psychology, 17, 434-437.

Shimkin, D.B., Shimkin, E.M. and Frate, D.A. (1978) The extended family in black societies. The Hague: Mouton

Simmons, R.G., Blyth, D.A., Van Cleave, E.F. and Bush, D.M. (1979) Entry into early adolescence: The impact of school structure and early dating self-esteem. American Sociological Review, 44, 948-967.

Slavin, R.E. and Oickle, E. Effect of cooperative learning teams on student achievement and race relations: Treatment by race interactions. Sociology of Education, 54(July), 174-180.

Snyder, A., Mishel, W. and Lott, B. (1960) Value, information, and conformity behavior. Journal of Personality, 28, 333-42.

Stepp, L.S. (1990, June 20) Morals classes urged in schools. The Washington Post, p. D1.

Steinberg, L. and Silverberg, S.B. (1986) The vicissitudes of autonomy in early adolescence. Child Development, 57, 841-851.

Thomas, R.M. (1985) Comparing theories of child development. California: Wadsworth Publishers

Toner, I.J., Moore, L.P. and Ashley, P.K. (1978) The effect of serving as a model of self-control in children. Children, 26, 85-91

Toner, I.J., Moore, L.P. and Emmons, B.A. (1980) The effect of being labeled on subsequent self-control in children. Child Development, 51, 618-621.

Toner, I.J. and Potts, R. (1981) Effects of modeled rationales on moral behavior, moral choice and level of moral judgement in children. Journal of Psychology, 107,153-162.

Walberg, H.J. and Wynn, E.A. (1989) Character education: Towards a preliminary consensus. In, L.P. Nucci (Ed.) Moral development and character education. Berkeley, Ca: McCutchin Publishing Corp.

Watts, W.A. and Holt, L.E. (1979) Persistence of opinion change induced under conditions of forewarning and distraction. Journal of Personality and Social Psychology, 37, 778-89.

Widaman, K.F. and Kagan, S. (1987) Cooperativeness and achievement: Interaction of student cooperativeness with cooperative verses competitive classroom organization. Journal of School Psychology, 25, 355-365.

Winsor, J. (1987) Peace with justice: What we in communication can offer for the future of Higher Education. Paper presented at the Annual Meeting of the Speech Communication Association, Boston, Massachusetts.

Wolfe, M. (1986) Institutional settings and children's lives: An historical, developmental and environmental perspective on educational facilities. Paper presented at the Edusystems 2000 International Congress on Educational Facilities--Values and Contents, Jerusalem, Israel.

Wylie, R.C. (1979) The self-concept (revised). Lincoln: University of Nebraska Press.

APPENDIX - A

** Tables 1AA through 12AA

** Figures AA-1 through AA-16

TABLE 1AA

Factor Loadings for Student Survey Items

Domain	Component	Item #	Factor 1	Factor 2	Total % Variance
EDUCATION					
		1	.78		
		2	.31		
		3	.72		
		4	.61		
		5	.60		
eigenvalue			1.81		36.2
MORALS			(believ)	(consequ)	
		6	.42	.23	
		7	.45	.27	
		8	-.07	.83	
		9	.32	.60	
		10	.80	-.10	
eigenvalue			1.54	1.04	51.7
SOCIAL	COOPERATION				
		11	.50		
		12	.52		
		13	.51		
		14	.18		
eigenvalue			1.73		43.0
	PEER INFLUENCE				
			(acad)	(gen)	
		15	.74	.05	
		16	.78	-.01	
		17	.21	.72	
		18	-.14	.78	
eigenvalue			1.37	1.11	59.0
	MATERIALISM				
			(money)	(possess)	
		19	.28	.71	
		20	.85	.07	
		21	-.02	.86	
		22	.84	.14	
eigenvalue			1.60	1.03	71.0
SPIRITUAL			(will)	(fate)	
		23	.69	.73	
		24	.67	.08	
		25	.76	-.00	
		26	.62	-.49	
eigenvalue			1.86	1.00	56.0
CULTURAL	ETHNIC IDENTIFICATION				
			(pride)	(rigidity)	
		27	.03	.95	
		28	.67	.07	
		29	.66	.03	
		30	.62	-.17	
eigenvalue			1.38	1.08	59.0
	FAMILY TIES				
		31	.58		
		32	.76		
		33	.60		
		34	.54		
		35	.52		
eigenvalue			2.14		42.9
SELF-ESTEEM	GLOBAL				
			(worth)	(doubt)	
		36	.51	.15	
		37	.09	.77	
		38	.72	.04	
		39	.67	-.05	
		40	.51	.61	
		41	.13	.79	
		42	.66	-.02	
		43	-.02	.61	
		44	.45	.61	
		45	.60	.25	
eigenvalue			3.09	1.35	44.5
	SELF-CONCEPT OF ABILITY				
		46	.75		
		47	.60		
		48	.52		
		49	.78		
		50	.25		
eigenvalue			2.17		43.9

BEST COPY AVAILABLE

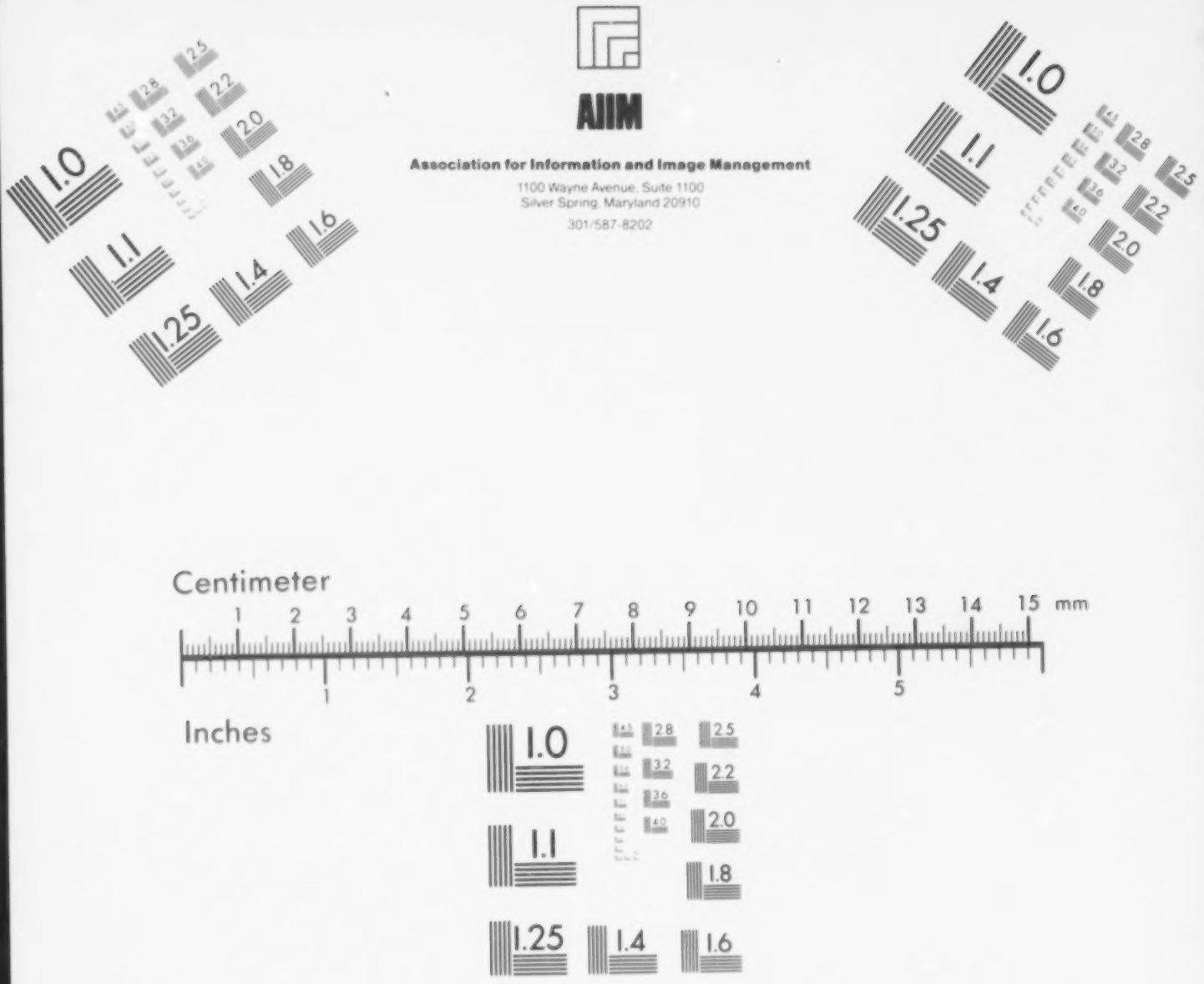

AIIM
Association for Information and Image Management
1100 Wayne Avenue, Suite 1100
Silver Spring, Maryland 20910
301/587-8202
Centimeter
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 mm
1 2 3 4 5
Inches
1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
MANUFACTURED TO AIIM STANDARDS
BY APPLIED IMAGE, INC.

TABLE 2AA

Factor Loadings for Staff Survey Items

Domain	Component	Item #	Factor 1	Factor 2	Total % Variance
EDUCATION		1	.59		
		2	.21		
		3	.57		
		4	.53		
		5	.52		
eigenvalue			2.65		49.1
MORALS		6	.40		
		7	.37		
		8	.07		
		9	.40		
		10	.50		
eigenvalue			2.15		43.1
SOCIAL	COOPERATION	11	.51		
		12	.65		
		13	.59		
		14	.19		
eigenvalue			1.95		48.8
	PEER INFLUENCE	15	.51		
		16	.27		
		17	.54		
		18	.46		
eigenvalue			1.80		45.1
	MATERIALISM	19	.50		
		20	.27		
		21	.47		
		22	.61		
eigenvalue			1.90		48.8
SPIRITUAL			(will)	(fate)	
		23	.15	.88	
		24	.83	.03	
		25	.86	-.08	
		26	.66	-.52	
eigenvalue			1.69	1.05	68.8
CULTURAL	ETHNIC IDENTIFICATION		(pride)	(rigidity)	
		27	-.01	.99	
		28	.73	.08	
		29	.79	-.08	
		30	.75	-.08	
eigenvalue			1.74	1.00	68.7
	FAMILY TIES	31	.70		
		32	.86		
		33	.85		
		34	.66		
		35	.47		
eigenvalue			2.63		52.7
SELF-ESTEEM	GLOBAL		(worth)	(doubt)	
		36	.56	.28	
		37	.64	.61	
		38	.80	.20	
		39	.79	.10	
		40	.59	.64	
		41	.28	.85	
		42	.81	.12	
		43	.00	.80	
		44	.58	.24	
		45	.68	.23	
eigenvalue			4.73	1.88	57.4
	SELF-CONCEPT OF ABILITY	46	.78		
		47	.78		
		48	.74		
		49	.80		
		50	.41		
eigenvalue			2.64		43.9

BEST COPY AVAILABLE

Table 3AA

Coefficients of Reliability for Student and Staff Surveys of Values

(Internal Alpha Coefficients)

STUDENTS		STAFF	
Values	Coeff.	Values	Coeff.
education	.530	education	.732
moral behav	.403	moral	.666
moral conseq	.263	cooperation	.633
cooperation	.542	peer infl	.588
gen peer infl	.267	materialism	.640
acad peer infl	.334	general fate	(single item)
materialism	.598	spiritual will	.599
money	(single item)	cultural ridig	(single item)
general fate	(single item)	racial pride	.635
spiritual will	.319	family ties	.762
cultural rigid	(single item)	self-worth	.794
racial pride	.425	self-doubt	.763
family ties	.650	self-ability	.663
self-worth	.601		
self-doubt	.592	TOTAL SCALE	.840
self-ability	.642		
TOTAL SCALE	.826		

NOTE: "TOTAL SCALE" reliability was computed after point scores for negative values were inversed

Table 4AA

Capacity of Assessed Student Values to Predict Expressed Student Values (Concurrent Validity)

EXPRESSED VALUE PRIORITY	CORRECT PREDICTION USING VALUE COMPONENT SCORES FROM SURVEY (percent)					
Education	educ					
yes (n=196)	54.1					
no (n=134)	52.2					
eigenevalue	.006					
chi square	2.20					
Moral	gen moral	moral behav	moral conseq			
yes (n=23)	69.6	58.8	53.6			
no (n=253)	45.1	44.5	43.3			
eigenvalue	.000	.000	.000			
chi square	.170	.633	.344			
Social	gen social	coop	acad peer	gen peer	matrl	money
yes (n=40)	62.5	41.9	66.7	47.4	57.6	55.6
no (n=170)	76.5	60.5	43.5	59.2	49.5	73.6
eigenvalue	.110	.001	.010	.001	.012	.094
chi square	21.62 ***	.657	6.42 **	1.04	6.97 **	53.10 ***
Spiritual	gen spirit	spirit will	gen fate			
yes (n=52)	65.4	73.1	37.1			
no (n=386)	53.4	51.7	71.1			
eigenvalue	.030	.030	.000			
chi square	12.92 ***	16.74 ***	.107			
Cultural	gen cult	cult rigid	family ties	racial pride		
yes (n=159)	57.2	52.8	55.1	60.3		
no (n=494)	51.4	45.6	52.2	39.8		
eigenvalue	.025	.000	.013	.000		
chi square	6.62 **	.884	7.29 **	.194		
Self	gen self	self worth	self doubt	self ability		
yes (n=52)	51.9	69.1	47.8	67.3		
no (n=494)	56.1	38.6	54.3	48.1		
eigenvalue	.004	.001	.001	.003		
chi square	2.47	1.34	.803	2.12		

* p< .05
** p< .01
*** p< .001

TABLE 5AA

TEACHER QUESTION:
Do you believe values can be effectively "taught" in the classroom?

	YES	NO	Level of Signif.
	Percent of Teachers		
Region			
A (n=39)	89.7	10.3	Chi sq.=11.26
B (n=33)	63.6	36.4	p<.01
C (n=60)	80.0	20.0	
D (n=82)	87.8	12.2	
School Level			
Elementary (n=21)	90.5	9.5	Chi sq.=3.55
Junior High (n=108)	85.2	14.8	n.s.
Senior High (n=85)	76.5	23.5	
Subject Area			
math-sci-tech (n=91)	76.9	23.1	Chi sq.=5.94
humanities-art (n=20)	80.0	20.0	n.s.
elem ed-remedial (n=41)	92.7	7.3	
eng-soc stud-hist (n=50)	82.0	18.0	
life skills (n=5)	100.0	0.0	
All Teachers (n=222)	82.2	17.8	

Note: Chi-Square analyses were conducted with a smaller subsample of teachers to determine paramont group differences.

TABLE 6AA

TEACHER QUESTION:
Overall, do you feel that most students in your class have developed a good set of values?

	YES	NO	Level of Signif.
	Percent of Teachers		
Region			
A (n=40)	32.5	67.5	Chi sq.=3.25
B (n=30)	36.7	63.3	n.s.
C (n=55)	38.2	61.8	
D (n=79)	48.1	51.9	
School Level			
Elementary (n=20)	50.0	50.0	Chi sq.=10.90
Junior High (n=107)	29.9	70.1	p<.01
Senior High (n=77)	53.2	46.8	
Subject Area			
math-sci-tech (n=89)	39.3	60.7	Chi sq.=2.29
humanities-art (n=18)	55.6	44.4	n.s.
elem ed-remedial (n=41)	43.9	56.1	
eng-soc stud-hist (n=46)	39.1	60.9	
life skills (n=4)	25.0	75.0	
All Teachers (n=210)	40.7	59.3	

Note: Chi-Square analyses were conducted with a smaller subsample of teachers to determine paramont group differences.

TABLE 7AA

TEACHER QUESTION:
Which values do you feel your students have developed more strongly?

(only affirmative responses listed for each value domain)

	MORAL	CULT-URAL	SPIRIT-UAL	EDUCAT-IONAL	SOCIAL	SELF
			Percent of Teachers			
Region		*				
A (n=37)	54.1	29.7	29.7	27.0	21.6	24.3
B (n=29)	48.3	48.3	37.9	48.3	20.7	41.4
C (n=57)	66.7	54.4	42.1	40.4	19.3	32.1
D (n=69)	72.5	34.8	30.4	42.0	31.9	3778
School Level		*		***	*	**
Elementary (n=20)	80.0	65.0	35.0	60.0	45.0	55.0
Junior High (n=94)	57.4	34.0	27.7	26.6	25.5	28.8
Senior High (n=78)	66.7	44.9	43.6	50.0	17.9	40.3
Subject Area				*		
math-sci-tech (n=80)	58.8	41.3	33.8	41.3	23.8	36.7
humanities-art (n=17)	58.8	35.3	47.1	58.8	23.5	29.4
elem ed-remedial (n=39)	66.7	59.0	30.8	46.2	30.8	41.0
eng-soc stud-hist (n=48)	66.7	31.3	39.6	20.8	16.7	20.8
life skills (n=4)	100.0	50.0	00.0	50.0	25.0	50.0
All Teachers (n=200)	63.5	41.7	34.9	39.6	24.5	34.0

Note: Chi-Square analyses were conducted with a smaller subsample of teachers to determine paramont group differences. Significance level denotes differences between affirmative and non-affirmative (unlisted) responses.

* p<.05; ** p<.01; *** p<.001

TABLE 8AA

TEACHER QUESTION:
Which values do you feel your students are the weakest in?

(only affirmative responses listed for each value domain)

	MORAL	CULT-URAL	SPIRIT-UAL	EDUCAT-IONAL	SOCIAL	SELF
	Percent of Teachers					
Region						
A (n=40)	42.5	52.5	60.0	70.0	60.0	60.0
B (n=32)	50.0	53.1	53.1	59.4	65.6	71.9
C (n=53)	45.3	47.2	47.2	62.3	60.4	66.0
D (n=80)	52.5	60.0	58.0	66.7	55.6	66.7
School Level			*			
Elementary (n=20)	35.0	55.0	50.0	50.0	55.0	50.0
Junior High (n=106)	50.9	55.7	63.6	69.2	66.4	69.2
Senior High (n=79)	48.1	51.9	44.3	63.3	50.6	65.8
Subject Area						
math-sci-tech (n=88)	51.1	56.8	56.8	67.0	63.6	64.8
humanities-art (n=20)	45.0	60.0	50.0	45.0	50.0	55.0
elem ed-remedial (n=36)	50.0	44.4	70.3	54.1	54.1	62.2
eng-soc stud-hist (n=49)	38.8	51.0	40.8	75.5	59.2	73.5
life skills (n=6)	50.0	16.7	50.0	66.7	16.7	33.3
All Teachers (n=213)	48.3	54.1	54.9	65.0	59.2	66.0

Note: Chi-Square analyses were conducted with a smaller subsample of teachers to determine paramont group differences. Significance level denotes differences between affirmative and non-affirmative (unlisted) responses.

* $p<.05$

TABLE 9AA

TEACHER QUESTION:
Which values have you had the opportunity to emphasize the most in your classroom?

	MORAL	CULT-URAL	SPIRIT-UAL	EDUCAT-IONAL	SOCIAL	SELF
	Percent of Teachers					
Region						
A (n=34)	5.9	2.9	0.0	52.0	2.9	35.3
B (n=23)	30.4	0.0	0.0	39.1	4.3	26.1
C (n=48)	8.3	0.0	2.1	64.6	2.1	22.9
D (n=72)	13.9	11.1	2.8	44.4	5.6	22.2
				Chi sq.=23.83, n.s.		
School Level						
Elementary (n=19)	26.3	0.0	0.0	36.8	5.3	31.6
Junior High (n=89)	10.1	3.4	2.2	53.9	3.4	27.0
Senior High (n=69)	13.0	8.7	1.4	50.7	4.3	21.7
				Chi sq.=8.74, n.s.		
Subject Area						
math-sci-tech (n=73)	13.7	1.4	1.4	57.5	0.0	26.0
humanities-art (n=19)	5.3	5.3	5.3	52.6	5.3	26.3
elem ed-remedial (n=33)	12.1	3.0	3.0	36.4	6.1	39.4
eng-soc stud-hist (n=41)	9.8	14.6	0.0	61.0	4.9	9.8
life skills (n=6)	33.3	0.0	0.0	33.3	16.7	16.7
				Chi sq.=31.83, p<.05		
All Teachers (n=177)	13.6	4.9	1.6	52.1	4.7	23.0

Note: Chi-Square analyses were conducted with a smaller subsample of teachers to determine paramont group differences.

TABLE 10AA
TEACHER QUESTION:
How often does the subject of culture or race come up in your classroom?

	NEVER	AT LEAST MONTHLY	AT LEAST ONCE A WEEK	
	Percent of Teachers			Level of Signif.
Region				
A (n=38)	2.6	73.7	23.7	Chi sq.=6.21
B (n=32)	12.5	59.4	28.1	n.s.
C (n=58)	10.3	65.5	24.1	
D (n=85)	10.6	54.1	35.3	
School Level				
Elementary (n=21)	14.3	66.7	19.0	Chi sq.=3.70
Junior High (n=108)	9.3	64.3	25.9	n.s.
Senior High (n=84)	8.3	56.0	35.7	
Subject Area				
math-sci-tech (n=90)	7.8	70.0	22.2	Chi sq.=15.91
humanities-art (n=19	10.5	42.1	47.4	p<.05
elem ed-remedial (n=43)	16.3	62.8	20.9	
eng-soc stud-hist (n=50)	4.0	56.0	40.0	
life skills (n=6)	16.7	83.3	0.0	
All Teachers (n=226)	9.4	61.5	29.1	

Note: Chi-Square analyses were conducted with a smaller subsample of teachers to determine paramont group differences.

TABLE 11AA

TEACHER QUESTION:
How often does the subject of peer influence or material values come up in your classroom?

	NEVER	AT LEAST MONTHLY	AT LEAST ONCE A WEEK	
	Percent of Teachers			Level of Signif.
Region				
A (n=38)	0.0	44.7	55.3	Chi sq.=4.22
B (n=32)	3.1	56.3	40.6	n.s.
C (n=59)	1.7	44.1	54.2	
D (n=83)	2.4	38.6	59.0	
School Level				
Elementary (n=20)	5.0	30.0	65.0	Chi sq.=5.08
Junior High (n=107)	.9	41.1	57.9	n.s.
Senior High (n=85)	2.4	50.6	47.1	
Subject Area				
math-sci-tech (n=90)	0.0	47.8	52.2	Chi sq.=20.38
humanities-art (n=19)	10.5	42.1	47.4	p<.01
elem ed-remedial (n=43)	4.7	39.5	55.8	
eng-soc stud-hist (n=50)	0.0	40.0	60.0	
life skills (n=6)	0.0	100.0	0.0	
All Teachers (n=226)	1.9	43.9	54.2	

Note: Chi-Square analyses were conducted with a smaller subsample of teachers to determine paramont group differences.

TABLE 12AA

TEACHER QUESTION:
On the average, which method do you "personally" feel would be the most effective in resolving abrupt conflicts between students in your class?

	SCHOOL AUTHORITY	ONE-TO-ONE INVOLVED	PEER MEDIATION	TEACHER RESOLVED	IGNORE CONFLICT
		Percent of Teachers			
Region					
A (n=35)	11.4	57.1	25.7	5.7	0.0
B (n=28)	28.6	46.4	7.1	17.9	0.0
C (n=55)	16.4	61.8	12.7	9.1	0.0
D (n=77)	16.9	61.0	13.0	9.1	0.0
				Chi sq.=10.55;	n.s.
School Level					
Elementary (n=19)	15.8	73.7	5.3	5.3	0.0
Junior High (n=97)	16.5	61.9	16.5	5.2	0.0
Senior High (n=79)	19.0	50.6	13.9	16.5	0.0
				Chi sq.=9.51;	n.s.
Subject Area					
math-sci-tech (n=86)	17.4	65.1	9.3	8.1	0.0
humanities-art (n=16)	43.8	31.3	12.5	12.5	0.0
elem ed-remedial (n=39)	15.4	64.1	20.5	0.0	0.0
eng-soc stud-hist (n=45)	8.9	57.8	17.8	15.6	0.0
life skills (n=6)	33.3	33.3	16.7	16.7	0.0
				Chi sq.=21.99;	p<.05
All Teachers (n=226)	17.4	58.5	14.4	9.7	0.0

Note: Chi-Square analyses were conducted with a smaller subsample of teachers to determine paramont group differences.

FIGURE AA-1

Student Values by Gender

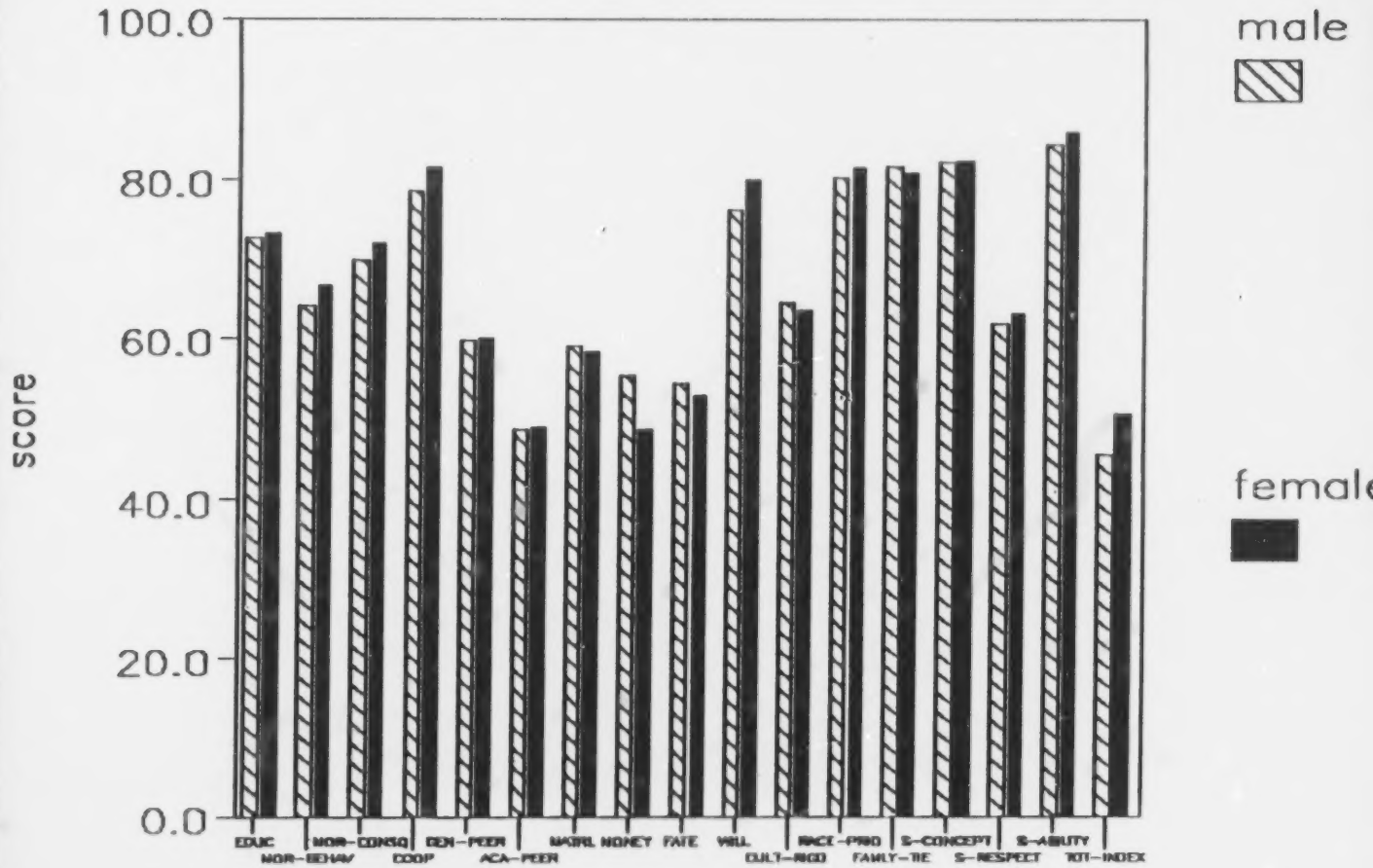


FIGURE AA-2

Student Values by Race/Ethnic Group

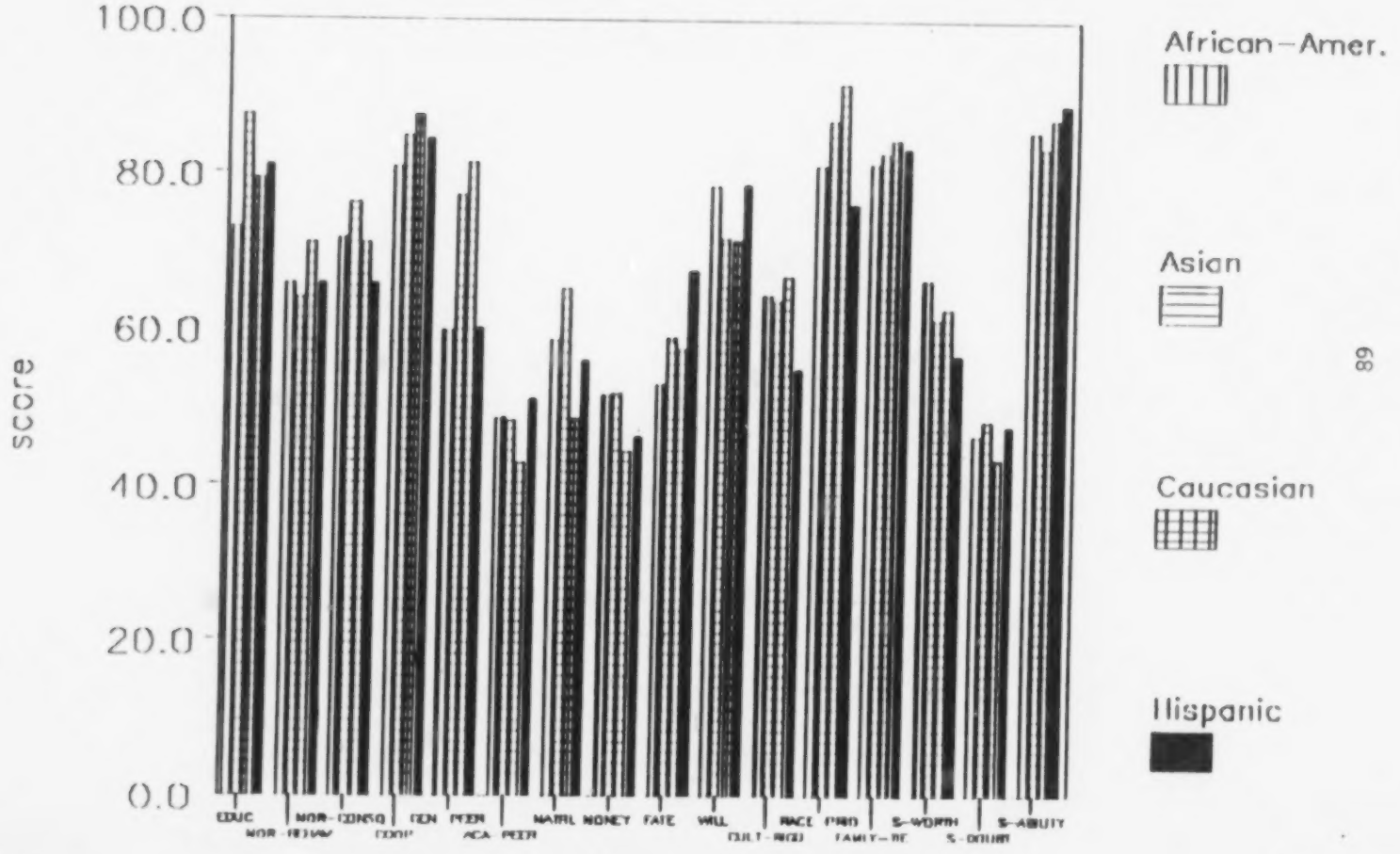


FIGURE AA-3

Student Values by School Level

FIGURE AA-4

Student Values by School Region

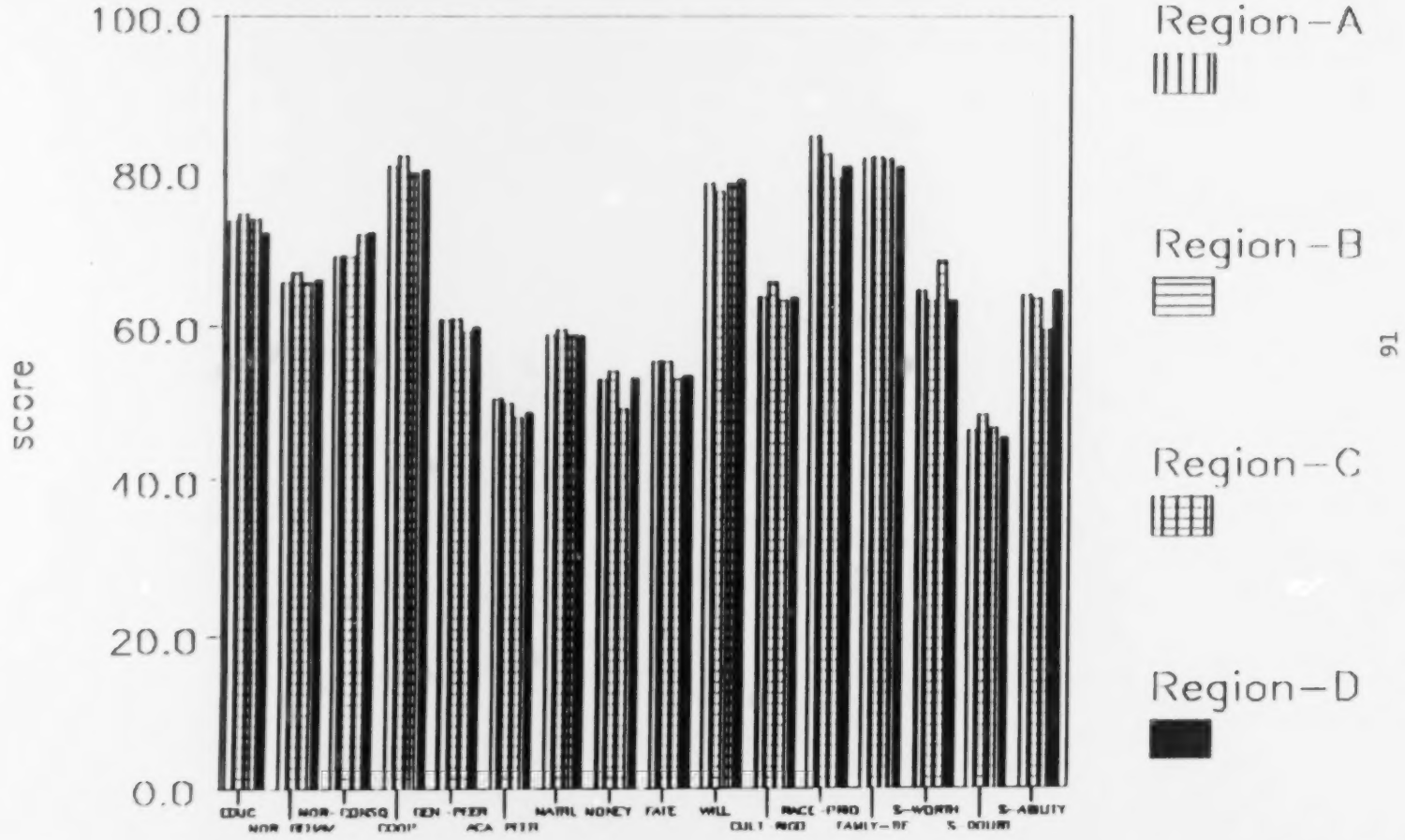


FIGURE AA-5

Value of Moral Consequences
by Grade

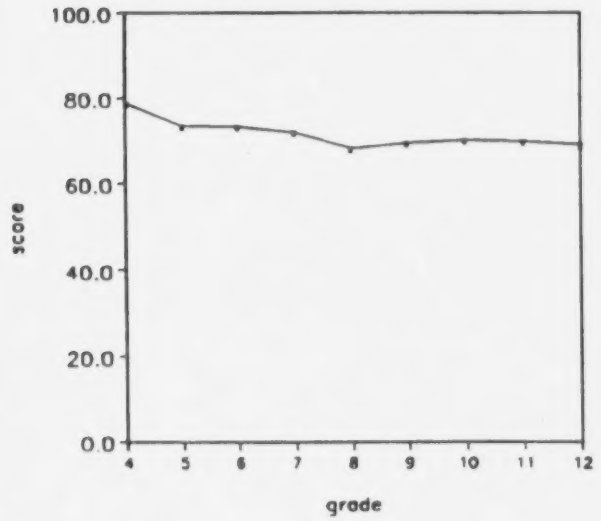


FIGURE AA-6

Value for Cooperation
by Grade

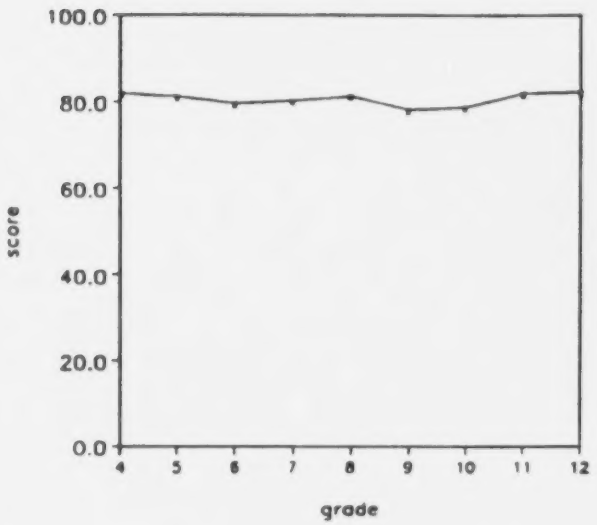


FIGURE AA-7

Belief in Spiritual Will
by Grade

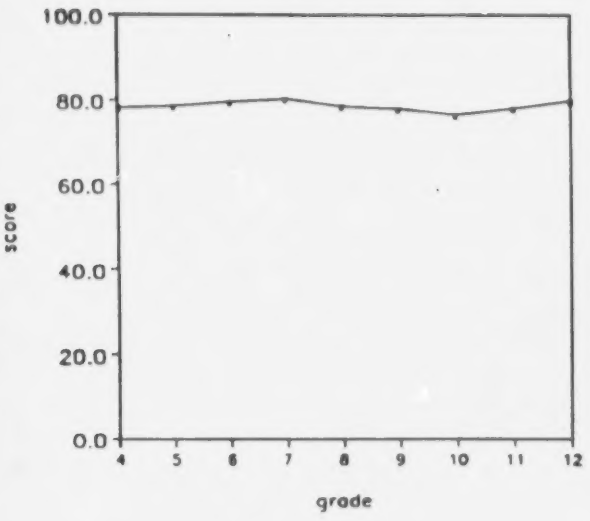


FIGURE AA-8

Cultural Rigidity
by Grade

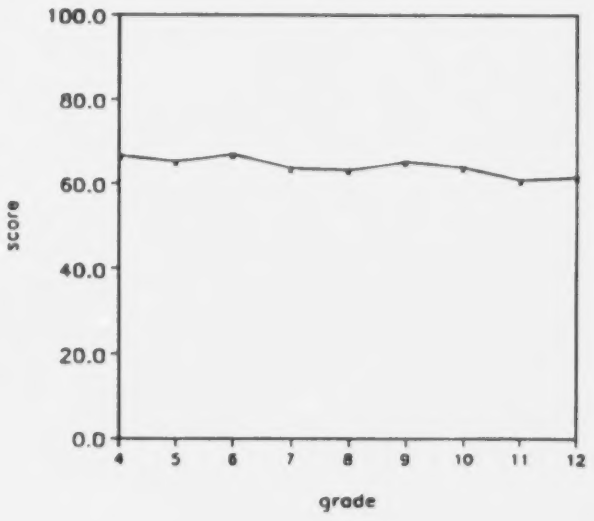


FIGURE AA-9

Racial Pride by Grade

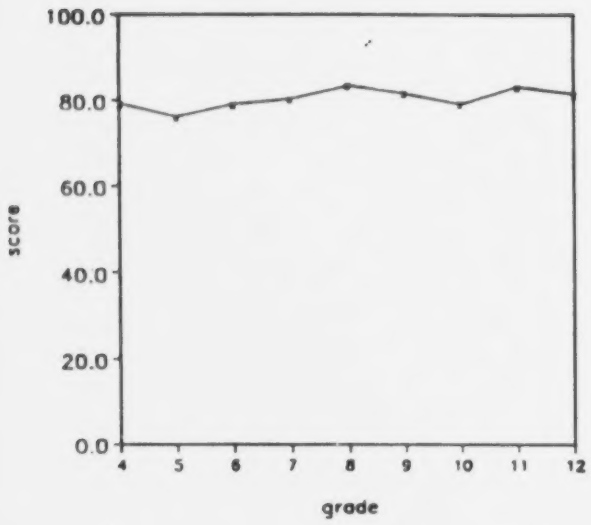


FIGURE AA-10

Self-Concept of Ability by Grade

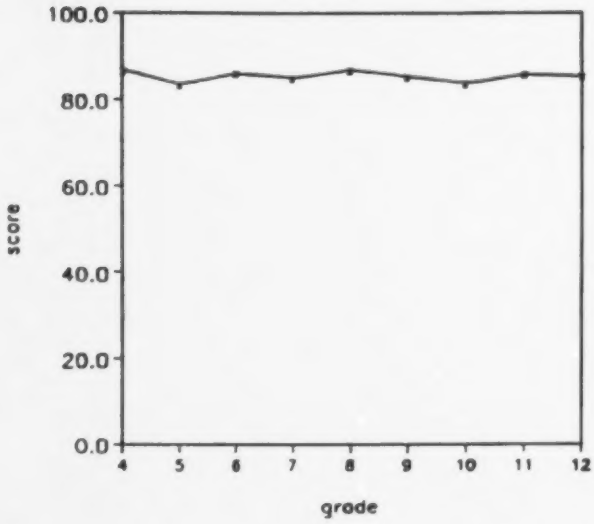


FIGURE AA-11

Overall Value Index by Grade

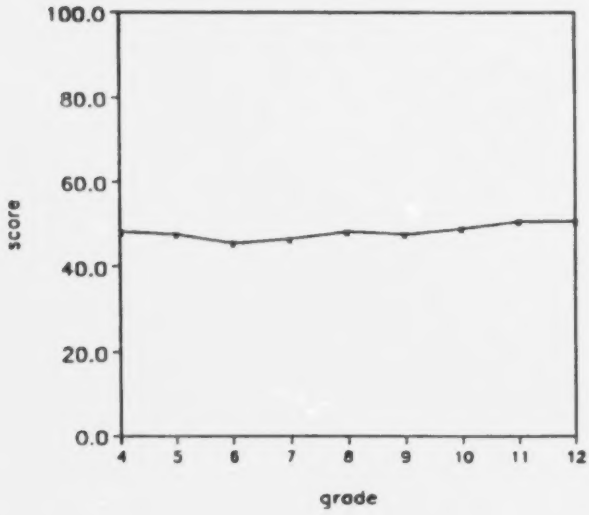


FIGURE AA-12

Staff Values by Gender

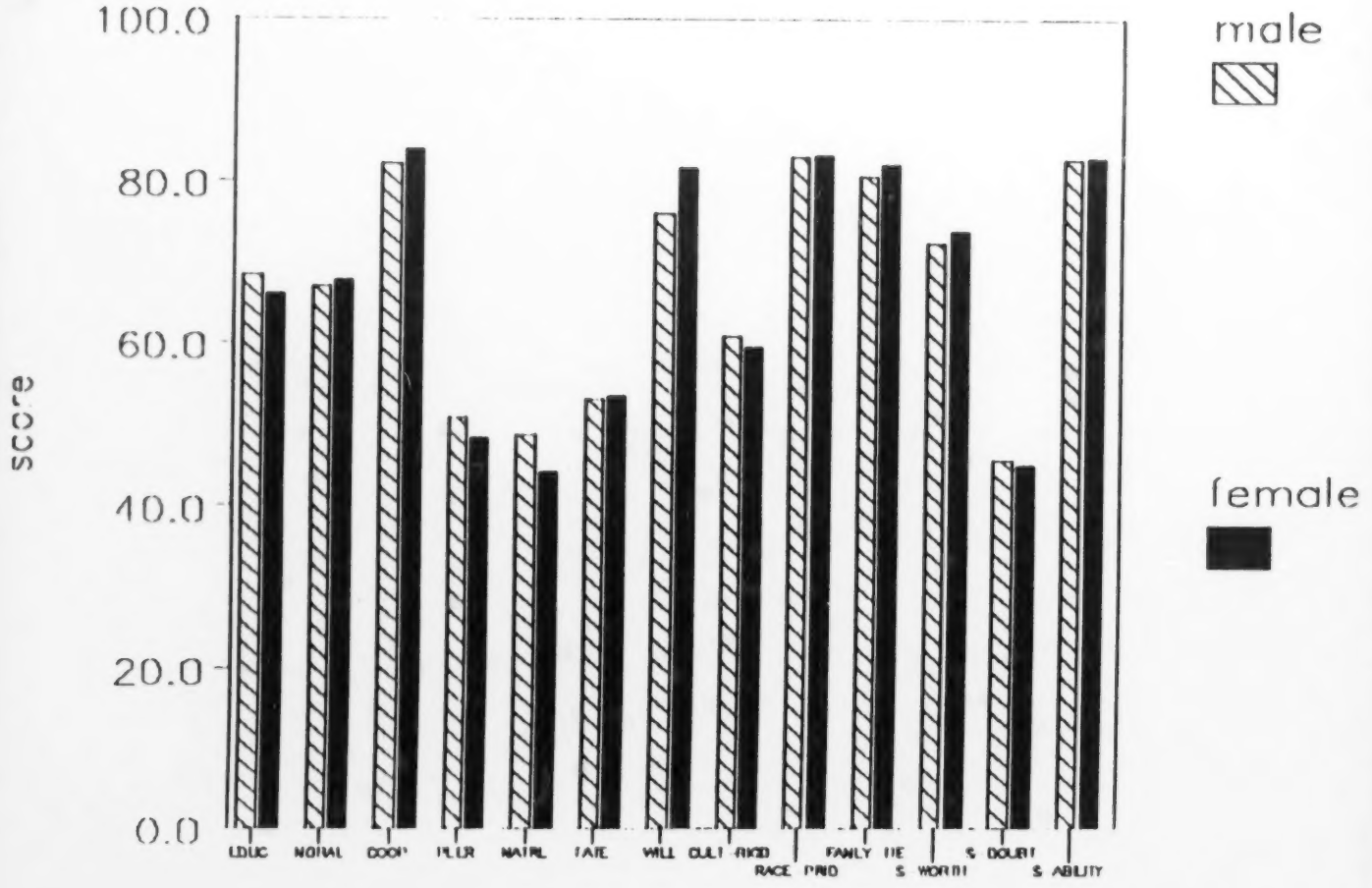


FIGURE AA-13

Staff Values by Race/Ethnic Group

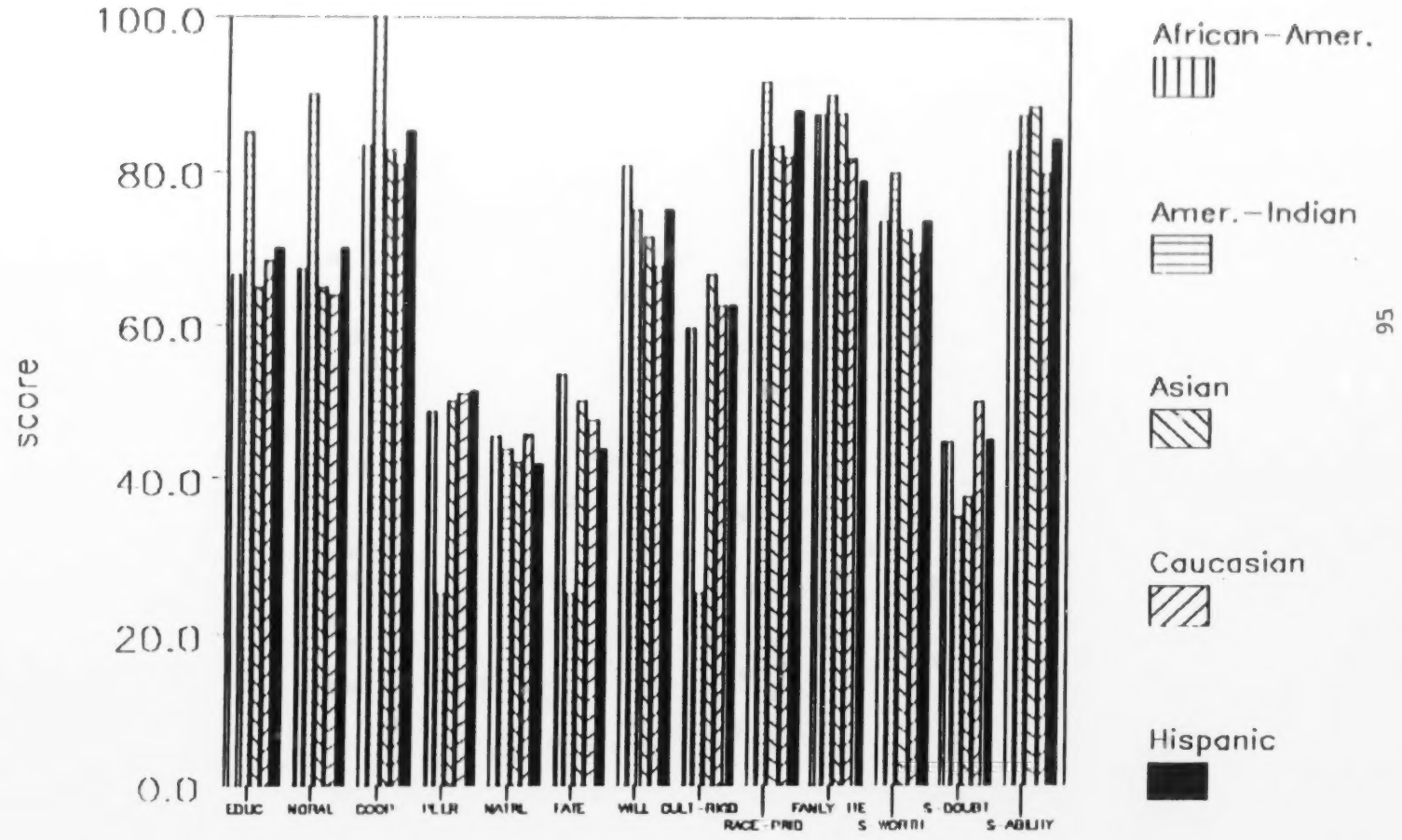


FIGURE AA-14

Staff Values by Position

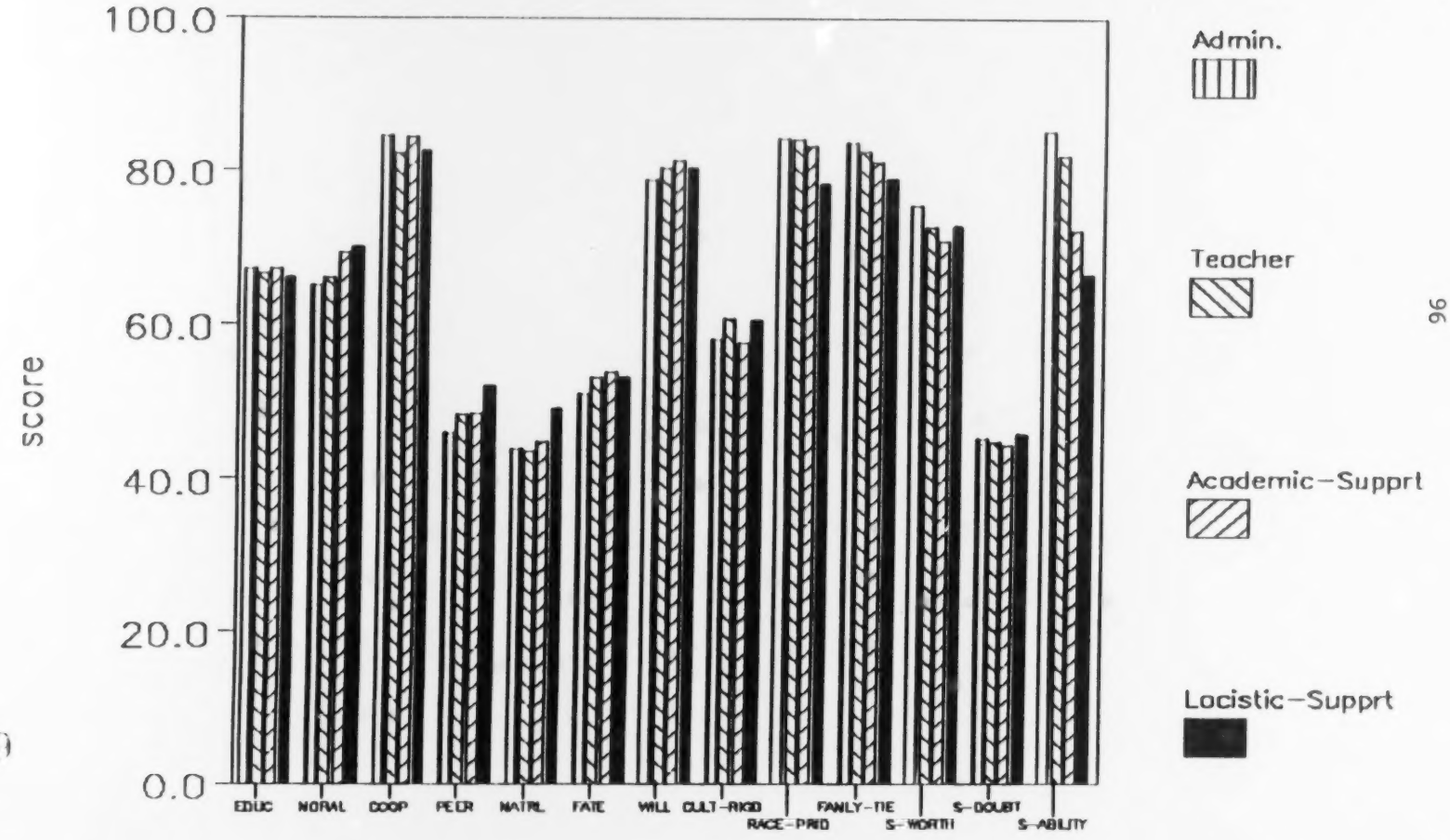


FIGURE AA-15

Staff Values by School Level Assignment

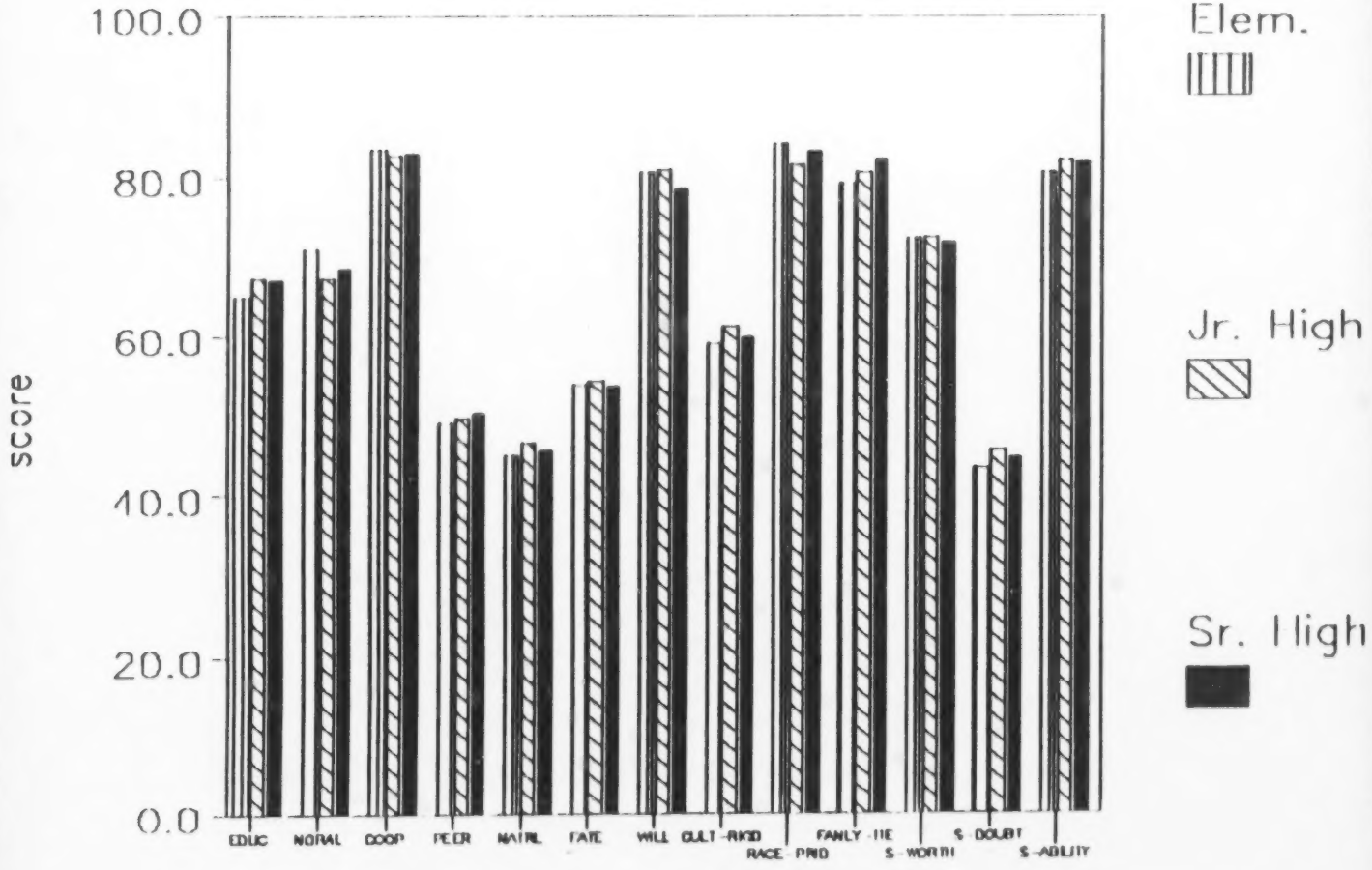
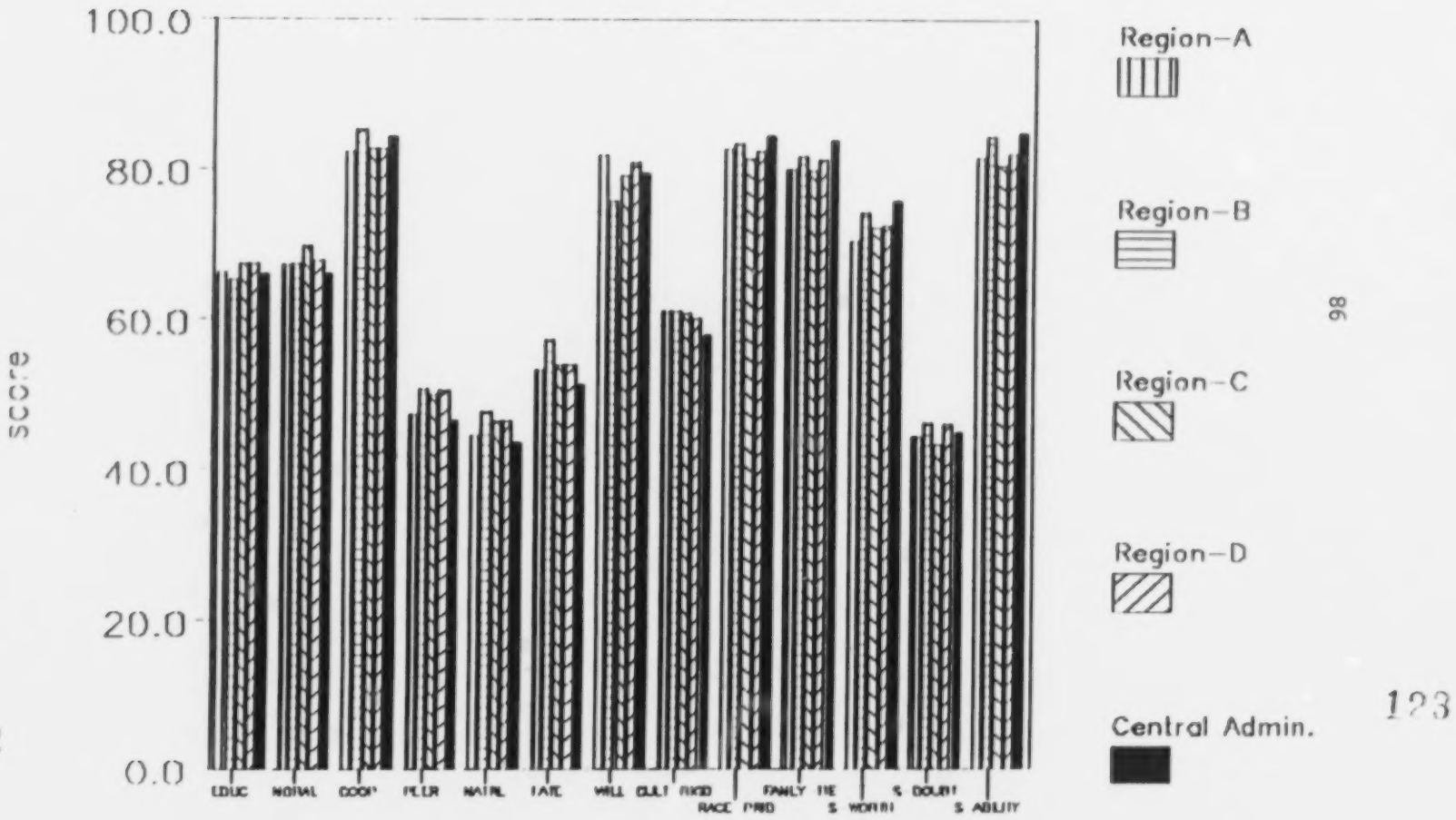


FIGURE AA-16

Staff Values by School Region



APPENDIX - B

** Operational Definitions of Student Value Components

** Student Survey of Values

** General Survey of Values

** Survey of Classroom Teachers on Values Education

** Parent Questionnaire on Values

** Survey for School Principals on Values Education

OPERATIONAL DEFINITIONS OF STUDENT VALUE COMPONENTS:

EDUCATION:
** education - belief in the importance of education and influence of education on events in life

MORALS:
** moral behaviors - belief in high moral conduct
** moral consequences - belief in situational outcomes based on moral codes

SOCIAL:
** cooperation - belief in sharing and helping peers
** general peer influence - susceptibility to the pressure of peers on general behaviors
** academic peer pressure - susceptibility to the pressure of peers in academic situations
** materialism - places high value on general material possessions
** money - places high value specifically on money

SPIRITUAL:
** general fate - belief that life's outcomes are beyond one's personal control
** spiritual will - belief that one can affect the outcome of life through personal determination and/or prayer

CULTURAL:
** cultural rigidity - has difficulty adjusting to practices which are not customarily practiced within one's home
** racial pride - has pride in the distinctiveness and accomplishments of one's own race
** family ties - has a sense of belonging, supportiveness and pride in one's own family

SELF:
** self-worth - the extent of one's personal pride and perceived self-value
** self-doubt - one's lack of self-worth
** self-concept of ability - belief in one's personal capabilities

STUDENT SURVEY OF VALUES

1. The amount of education a person has can determine what his life will be like.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

2. I <u>always</u> try to get good grades in school.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

3. The amount of education a person receives determines how wise that person will be.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

4. A person needs education in order to decide what he wants out of life and how to get it.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

5. People who have a lot of education are accepted into the best social groups.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

6. To me, honesty is <u>always</u> the best policy.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

7. A good citizen will <u>never</u> break the law.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

8. To me, most things can be labeled right or wrong regardless of the situation.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

9. If a person breaks the law, he should <u>always</u> be punished.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

10. I believe that sometimes lying is necessary.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

11. I try to share my ideas and materials with other students when I think it will help them.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

12. It is important for students to help each other learn.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

13. I believe that being able to work well with others is an important quality to have.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

14. When I help others I do <u>not</u> always feel good.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

15. It bothers me when my classmates make fun of my good grades.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

16. I believe when my classmates make fun of my grades they are just trying to show off.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

17. I try to have the same opinion as my friends.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

18. I would go to my friends <u>instead</u> of my parents for advice on most things.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

19. My happiness can be found in the material things I own.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

20. I can still be happy without having a lot of money.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

21. I believe people should be respected for the things that they own.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

22. To me, it is important to have a lot of money in order to have a good life.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

23. To me, everything that happens is supposed to happen.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

24. I often pray before taking a test.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

25. I believe that having faith in God will help me through <u>everything</u>.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

26. No matter what happens around me I still have control of my life.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

27. I find it hard to accept the way things are taught in school because they are different from the way I do things at home.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

28. I believe that all races or ethnic groups can live in this country and still have their own styles.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

29. My race or ethnic group has done a lot for this country.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

30. My race or ethnic group should not be important in order for people to like me.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

31. Being a member of my family gives me a sense of identity.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

32. My family believes in sharing and working together.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

33. I receive a lot of support from my family.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

34. I often take advice from older members of my family.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

35. My parents and I never agree on things.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

36. On the whole, I am satisfied with myself.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

37. At times I think I am no good at all.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

38. I feel that I have a number of good qualities.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

39. I am able to do things as well as most other people.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

40. I feel I do <u>not</u> have much to be proud of.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

41. I certainly feel useless at times.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

42. I feel that I am a person of worth, at least equal to others.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

43. I wish I could have more respect for myself.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

44. All in all, I feel that I am a failure.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

45. I take a positive attitude towards myself.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

46. If I try, I can make excellent grades in school.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

47. I believe that I can be one of the smartest students in my class.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

48. At my school, I am comfortable and able to learn.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

49. When I put my mind to work, I am able to give 100% to my school work.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

50. Sometimes my grades do not show how smart I really am.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

In the space below, describe in 25 words or less the <u>two</u> things in life which are "most important" to you and why.

GENERAL SURVEY OF VALUES

1. The amount of education a person has can determine what his life will be like.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

2. I always try to use my education when I work.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

3. The amount of education a person receives determines how wise that person will be.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

4. A person needs education in order to decide what he wants out of life and how to get it.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

5. People who have a lot of education are accepted into the best social groups.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

6. To me, honesty is always the best policy.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

7. A good citizen will <u>never</u> break the law.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

8. To me, most things can be labeled right or wrong regardless of the situation.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

9. If a person breaks the law, he should <u>always</u> be punished.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

10. I believe that sometimes lying is necessary.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

11. I try to share my ideas and materials with my co-workers when I think it will help them.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

12. On my job I believe teamwork is always important in order to get good results.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

13. I believe that being able to work well with others is an important quality to have.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

14. When I help others I do <u>not</u> always feel good.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

15. My co-workers often make me feel uncomfortable when the boss praises my work.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

16. I believe when my co-workers belittle my work they are just envious of me.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

17. I try to have the same opinion as my friends.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

18. I would ask my co-workers for advice on most things instead of my family.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

19. My happiness can be found in the material things I own.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

20. I can still be happy without having a lot of money.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

21. I believe people should be respected for the things that they own.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

22. To me, it is important to have a lot of money in order to have a good life.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

23. To me, everything that happens is supposed to happen.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

24. I often pray before starting my work day.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

25. I believe that having faith in God will help me through <u>everything</u>.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

26. No matter what happens around me I still have control of my life.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

27. I find it hard to accept the way things are handled at work because they are different from the way I do things at home.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

28. I believe that all races or ethnic groups can live in this country and still have their own styles.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

29. My race or ethnic group has done a lot for this country.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

30. My race or ethnic group should not be important in order for people to like me.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

31. Being a member of my family gives me a sense of identity.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

32. My family believes in sharing and working together.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

33. I receive a lot of support from my family.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

34. I often take advice from older members of my family.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

35. My family and I rarely agree on things.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

36. On the whole, I am satisfied with myself.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

37. At times I think I am no good at all.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

38. I feel that I have a number of good qualities.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

39. I am able to do things as well as most other people.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

40. I feel I do <u>not</u> have much to be proud of.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

41. I certainly feel useless at times.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

42. I feel that I am a person of worth, at least equal to others.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

43. I wish I could have more respect for myself.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

44. All in all, I feel that I am a failure.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

45. I take a positive attitude towards myself.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

46. When I try, my performance at work is <u>always</u> excellent.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

47. I believe I am one of the most capable persons on my job.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

48. At my job, I am comfortable and always able to do my best.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

49. When I put my mind to work, I am able to give 100% to my performance.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

50. Sometimes my work doesn't reveal how capable I really am.

1	2	3	4	5
Completely False	False	Not Sure	True	Completely True

SURVEY FOR CLASSROOM TEACHERS
ON VALUES EDUCATION

1. Do you believe that values can be effectively "taught" in the regular classroom? yes ____ no ____

   If no, why not? _____

   _____

2. As a classroom teacher, do you feel that you have the proper skills and knowledge to significantly influence the values held by your students? yes ____ no ____

3. Overall, do you feel that most students in your class have developed a good set of values? yes ____ no ____

4. Which values do you feel your students have developed more strongly? (check all that apply)

   ____ Moral Values (i.e., knowing right from wrong)
   ____ Cultural/Ethnic Values (i.e., race awareness and family pride
   ____ Spiritual Values (i.e., belief in God or fate)
   ____ Educational Values (i.e., knowing the practical importance of school)
   ____ Social Values (i.e., knowing how to choose the right friends and activities)
   ____ Self Values (i.e., self-esteem)

5. Which values do you feel your students are the weakest in? (check all thay apply)

   ____ Moral Values
   ____ Cultural/Ethnic Values
   ____ Spiritual Values
   ____ Educational Values
   ____ Social Values
   ____ Self Values

6. Rank in order the values you feel are most important for all D.C. Public School students to learn. (Place a 1 beside your first choice, a 2 beside your second choice, and so on)

   ____ Moral Values
   ____ Cultural/Ethnic Values
   ____ Spiritual Values
   ____ Educational Values
   ____ Social Values
   ____ Self Values

7. Which values have you had the opportunity to emphasize the most in your classroom? (check only one response)

____ Moral Values
____ Cultural/Ethnic Values
____ Spiritual Values
____ Educational Values
____ Social Values
____ Self Values

8. Apart from the regular class lesson, have you implemented specific values-centered activities in your classroom on a regular basis? yes ____ no ____

If yes, how often? ____ once or twice a month
____ at least once a week
____ twice or more a week
____ daily

9. Have you devoted an entire period inside the classroom to a specific values-centered activitiy this year?

yes ____ no ____

10. Have you initiated any out-of-class values-centered activities for your students this year? yes ____ no ____

If yes, how many? _____

11. Which kind of activities do you emphasize more in your classroom?

____ group activities and student cooperation
____ individual activities and independence
____ both about the same

12. On the average, which method do you "personally" feel would be the most effective in resolving abrupt social conflicts between students in your classroom?

____ immediately send all students involved to the proper school authority for disciplinary action
____ insist that those involved try to resolve their conflict in the classroom first
____ allow other students in the class to serve as mediators to help resolve the conflict
____ ignore the conflict and let the students resolve it later by themselves
____ Other: (please describe) _____

_____

13. How often does the subject of culture or race come up in your classroom?

____ never
____ once in awhile
____ once or twice a month
____ once or twice a week
____ everyday

14. How often does the subject of peer influence or material values come up in your classroom?

____ never
____ once in awhile
____ once or twice a month
____ once or twice a week
____ everyday

15. How often do you discuss in your classroom the "practical" implications of good education?

____ never
____ once in awhile
____ once or twice a month
____ once or twice a week
____ everyday

SURVEY FOR SCHOOL PRINCIPALS
ON VALUES EDUCATION

1. Do you believe that values can be effectively "taught" in the school? yes ____ no ____

   If no, why not? _____

   _____

   If yes, which method do you feel would be more effective for teaching values?

   ____ through integration with the regular school curriculum
   ____ through a separate agenda or program
   ____ through a combination of curriculum integration and separate strategies

2. Do you feel the teachers and other staff in your school have the skills and knowledge to significantly influence the values held by the students in your school?

   yes ____ no ____

3. Has your school sponsored any staff development activities this year regarding the teaching of values?

   yes ____ no ____

4. Overall, do you feel that most students in your school have developed a good set of values?

   yes ____ no ____

5. Which values do you feel students in your school have developed more strongly? (check all that apply)

   ____ Moral Values (i.e., knowing right from wrong)
   ____ Cultural/Ethnic Values (i.e., race awareness and family pride
   ____ Spiritual Values (i.e., belief in God or fate)
   ____ Educational Values (i.e., knowing the practical importance of school)
   ____ Social Values (i.e., knowing how to choose the right friends and activities)
   ____ Self Values (i.e., self-esteem)

6. Which values do you feel students in your school are the weakest in? (check all that apply)

____ Moral Values
____ Cultural/Ethnic Values
____ Spiritual Values
____ Educational Values
____ Social Values
____ Self Values

7. Apart from educational values, which values do you feel are emphasized the most in your school?

____ Moral Values
____ Cultural/Ethnic Values
____ Spiritual Values
____ Educational Values
____ Social Values
____ Self Values

8. Rank in order the values you feel are most important for all D.C. Public School students to learn. (Place a 1 beside your first choice, a 2 beside your second choice, and so on)

____ Moral Values
____ Cultural/Ethnic Values
____ Spiritual Values
____ Educational Values
____ Social Values
____ Self Values

9. Do you believe that most disruptive students can be rehabilitated more effectively in:

____ their regular shool with patience from teachers and other staff
____ special school programs apart from regular students
____ institutions outside of school altogether
____ other: (please describe) _____

_____

10. In addition to any specific values-centered "programs" which may be operating in your school, does your school sponsor any values-centered activities on a regular basis?

yes ____ no ____

If yes, how often? ____ once or twice a month
____ at least once a week
____ twice or more a week

11. How often has your school invited special guests to speak to your students on values-centered topics this year?

____ quite frequently
____ once or twice
____ never

12. How often does your school sponsor Parent-Teacher Association (PTA) meetings?

____ at least twice a year
____ once every advisory period
____ once a month
____ other (please indicate): _____

13. Approximately what percentage of parents attend PTA meetings at your school?

____ 75% or more
____ at least 50%
____ at least 25%
____ fewer than 25%

14. Are there any other general parent meetings or activities held in your school which may provide a forum for the discussion of student values in your school?

yes ____ no ____

15. How do you think the parents of most students in your school feel about teaching values in the school?

____ positive
____ negative
____ indifferent

16. Please note any additional comments you may have regarding "values education" in DCPS.

_____

_____

_____

_____

PARENT QUESTIONNAIRE ON VALUES

1. As a parent, my position on teaching values in the school can best be described as: (you may choose more than one response)

   ____ A. I believe the school should take responsibility in helping me teach my child values

   ____ B. I don't believe the school can teach my child the proper values

   ____ C. I don't believe the school can teach values effectively

   ____ D. I believe teaching values should be the responsibility of the parents (or family) only

   ____ E. I believe children can learn values on their own

2. Which methods do you think would be good for teaching your child values? (you may choose more than one response)

   ____ A. Teaching values at school in the regular classroom

   ____ B. Teaching values at achool through activities outside of class, such as special programs and student groups

   ____ C. Teaching values in the home by parents and other family members.

   ____ D. Teaching values in the church or other religious organizations

   ____ E. Teaching values through friends and other special activities

3. Please indicate the order of the values you think are the most important for your child to learn. (Place a 1 beside your choice, a 2 beside your second choice, and so on)

   ____ Moral Values (i.e., knowing right from wrong)
   ____ Cultural/Ethnic Values (i.e., race awareness and family pride
   ____ Spiritual Values (i.e., beloief in God or fate)
   ____ Educational Values (i.e., knowing the practical importance of school)
   ____ Social Values (i.e., knowing how to choose the right friends and activities)
   ____ Self Values (i.e., self-esteem)

4. I believe the best ways to teach children values would be to: (you may choose more than one response)

____ A. Teach them to make their own choices

____ B. Teach them to depend on family and friends to make decisions

____ C. Give them different things to choose from

____ D. Teach them to choose only from among certain things

____ E. Teach them to choose only after thinking about the good and bad of each choice

____ F. Teach them to take chances at times without too much thought

____ G. Teach them how to stand by their choices

____ H. Teach them that it's all-right to change their minds about choices.

5. I believe it is <u>more</u> important to teach my child: (choose only <u>one</u> response)

____ A. The values of honest, truth and respect

____ B. The value of family, education, and employment

____ C. The value of cultural beliefs (i.e., race identity)

____ D. All of the above

6. Do you think you would benefit from parental seminars or workshops held at your child's school on "teaching children values".

yes ____ no ____

7. Additional Comments: _____

_____

_____